



Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT HANDBOOKS
Number	ag5110
Status	Proposed to Policy & Human Resources Committee

#### 5110 - **STUDENT HANDBOOKS**

The guidelines and procedures by which students are to function while attending school in the District are to be contained in one (1) or more student handbooks. The principals at the elementary and secondary levels, working with each other are to develop appropriate handbooks which are consistent in content with relevant Board of Education policies and with these guidelines. Each is to provide the following types of information and aids:

A. An initial section containing:

1. the purpose of the handbook;
2. the description of how the handbook is to be used;
3. name and phone number of person to be contacted regarding questions about the handbook;
4. a listing of resource people and/or documents which students can use to obtain answers to questions or concerns.

B. One (1) or more sections containing essential rules, procedures, and/or guidelines needed for students to function properly in the school environment so as to better accomplish their educational goals and the goals of the school. Such sections should include the following areas:

1. attendance
2. academics

For each section, there should be an explanation indicating how the rules, procedures, and/or guidelines contribute to the effective operation of the school.

C. A section describing, in detail, the Positive Behavioral Intervention System (PBIS). This section should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also provide an explanation as to why those behaviors are important to the proper development of the student, the productive interactions among the people in the school, and the effective operation of the school.

This section should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to:

1. use, possession, or distribution of drug items defined in Board Policy 5530 and any paraphernalia associated with them;
2. any illegal activity such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;
3. unethical actions such as lying or cheating;
4. any form of violence, threatening behavior, or harassment;
5. any action that disrupts the school operation or environment;
6. any action that defaces, damages, or destroys personal or public property;

7. any form of littering or damage to the school environment;

8. any violation of Board policies, District guidelines, or school rules.

The section should also provide a description of the consequences and disciplinary actions up to and including expulsion for noncompliance with school rules and for unacceptable behavior. Included in this description must be a complete and accurate statement of the student's rights to due- process.

D. A section describing the services that are available to students and their parents to help them accomplish their goals and function effectively in the school environment.

E. One (1) or more references including a Table of Contents, an Index, if needed and feasible, and appendices when appropriate. Section or chapter headings should be clearly labeled.

The information contained in each handbook should be clear and logically organized, accurate, and sufficient enough so that, when students and their parents refer to it, they can meet the intent of what has been stated.

Each handbook is to be a model of proper use of the English language both substantively and grammatically.

Prior to the final publication and distribution of a handbook, the copy and proposed format are to be submitted to the District Administrator for review and annual final approval by the Board of Education.

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### 5111 - **ADMISSION TO THE DISTRICT**

Students who qualify for admission to District schools, in accordance with Board of Education Policy 5111, shall be accepted when the following documents have been submitted:

- A. a birth certificate or other appropriate documentary evidence
- B. court orders or placement papers, if applicable
- C. proof of residency consisting of a deed, building permit, rental agreement, or tax statement, ~~or completion of Form 5111-F2~~

If a birth certificate is not available, the parent is to ~~complete Form 5111-F1 and~~ submit the documentary evidence ~~called for therein~~. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify local law enforcement.

The sending school shall be contacted within twenty-four (24) hours of the student's entry into the school and requested to send all appropriate records.

Immunization requirements are to be in accordance with AG 5320. The staff member enrolling the student is to check the immunization record the parent submits against the requirements listed in AG 5320 to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits. The principal is to be provided the names of all children who have not met the immunization requirements and the dates by which missing inoculations are to be completed.

A student shall be considered homeless under Federal law (42 U.S.C. 11431 et seq) if s/he is an individual who:

- A. lacks a fixed, regular, and adequate nighttime residence;
- B. has a primary nighttime residence that is:
  - 1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill);
  - 2. an institution that provides temporary residence for individuals intended to be institutionalized;
  - 3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

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#### 5111.01 - HOMELESS STUDENTS

The District Administrator will appoint a Homeless Liaison whose general duty will be to safeguard the educational rights of children, youth, and unaccompanied youth who are homeless to attend school in this District. The Liaison must be notified immediately upon the enrollment or assignment of a child or youth who is without permanent housing. The Liaison will coordinate District operations and services so that:

- A. children, youth, and unaccompanied youth who are homeless are identified, with special attention given to the locating and enrolling of homeless children and youth who are not currently attending school;
- B. children and youth without a permanent residence have a full and fair opportunity to succeed in school;
- C. families, children and youth who are homeless receive all educational services for which they are eligible, including any District preschool programs, before and or after school programs, vocational and technical programs, programs for gifted and talented, school nutrition, transportation, and referrals to community health care services, dental services, mental health services, and other appropriate services;
- D. parents or guardians of students who are homeless are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- E. public notice of the educational rights of children and youth who are homeless is disseminated at locations where such homeless families, children receive services, such as schools, family shelters, transitional housing programs, soup kitchens, public aid offices, county social services, city hall, food pantries, public libraries, court houses, and police stations;
- F. enrollment/assignment disputes are mediated/handled as expeditiously as possible after receiving notice of the dispute in accordance with Board policy, District guidelines, and applicable laws;
- G. the parents or guardians of any child and any unaccompanied homeless minor who are homeless are fully informed of transportation services including transportation to the school of origin and are assisted in accessing transportation to the school that is appropriately selected.

The Homeless Liaison has additional responsibilities to represent the educational interests of unaccompanied youth who are homeless.

Upon enrollment of a child or youth who is homeless, the Liaison will coordinate with appropriate administrative staff to assure that the school last attended by a homeless student is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the Liaison will assist the family or student in obtaining the immunizations or necessary medical records.

The Liaison will require that the student receives free school meals, school supplies, and any support materials necessary for the full participation of the student in the school.

The Liaison will also contact the Transportation Coordinator to assure transportation of the student who is homeless is provided in accordance with the Board's transportation policy and the McKinney Vento Act requirements.

Any disputes regarding the enrollment or assignment of a homeless student will be referred to the Liaison for expeditious resolution. The Liaison should attempt to resolve disputes. If the District's dispute process is followed as outlined in Policy 9130 – Public Requests, Suggestions, or Complaints, and the dispute cannot be resolved by the Liaison, the dispute may be pursued by the parent through the State Coordinator for the Education of Homeless Children and Youth Office of the State Superintendent at the Department of Public Instruction.

As part of his/her assigned duties, the Liaison will coordinate and collaborate with the State Coordinator for Homeless Children and other community and school personnel responsible for providing education and related services to homeless children including but not limited to:

A. School District services with local social service agencies and other agencies or programs providing services to children and youth who are homeless, their families; and

B. other school districts on inter-district issues, such as transportation or the transfer of school records.

Such coordination should be designed to: (1) facilitate children and youth who are homeless having access and reasonable proximity to available education and related support services; and (2) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

As part of his/her assigned duties, the Homeless Liaison will inform school personnel, community services providers, and advocates working with families and unaccompanied youth, who are considered homeless under the McKinney-Vento Act, the educational rights of the parents and students, the responsibilities of the district, and about his/her duties.

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#### 5111.02 - EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In accordance with the Interstate Compact on Educational Opportunities for Military Children ("Compact") the following procedures will be followed when such children are students within the District.

#### APPLICABILITY

These guidelines apply to the children of:

- A. active duty members of the uniformed services as defined in the Compact, including members of the National Guard and Reserve on active duty orders;
- B. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- C. members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

These guidelines do not apply to the children of:

- A. inactive members of the National Guard and military reserves;
- B. members of the uniformed services now retired, except as provided above;
- C. veterans of the uniformed services, except as provided above; or
- D. other United States Department of Defense personnel and other Federal agency civilian and contract employees not defined as active duty member of the uniformed services.

#### EDUCATIONAL RECORDS AND ENROLLMENT

- A. **Unofficial or "Hand-Carried" Education Records** - In the event that official education records cannot be released to the parents for the purpose of transfer, the building administrator shall prepare and furnish to the parent of an eligible student a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial education records for an eligible student, the District shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

- B. **Official Education Records/Transcripts** - Simultaneously with the enrollment and conditional placement of the student, the District shall request the student's official education record from the sending school. Upon receipt of such a request from a receiving school, the District will process and furnish the official education records to the school within ten (10) days or within such time as is established by the Interstate Commission.
- C. **Immunizations** - Eligible students have thirty (30) days from the date of enrollment or within such time as promulgated by the Interstate Commission, to obtain or provide proof of State required immunization(s). For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time promulgated by the Interstate Commission.
- D. **Grade Level Placement** - Eligible students shall be enrolled at the grade level in the District commensurate with their grade level (including Kindergarten) from the school in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in their prior school shall be eligible for enrollment in the next highest grade level

in the District, regardless of age. A student transferring after the start of the school year shall enter the school in the receiving state on the grade level validated by an accredited school in the sending state.

## PLACEMENT AND ATTENDANCE

- A. **Course Placement** - When an eligible student transfers before or during the school year, the receiving district will initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, Vocational, Technical and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. The District may perform subsequent evaluations to verify appropriate placement and continued enrollment of the student in the course(s).
- B. **Educational Program Placement** - The District will initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or the student's participation/placement in like programs at the sending school. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English language (EL). The District may perform subsequent evaluations to verify appropriate placement of the student.
- C. **Special Education Services** - In compliance with the Federal requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C. Section 1400 et seq., the District will initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP).

In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C. Section 794 (as amended) and with Title II of the Americans with Disabilities Act, 42 U.S.C. Sections 12131-12165 (as amended), the District will make reasonable accommodations and modifications to address the needs of incoming students with disabilities subject to an existing 504 or Title II Plan, to provide the student with equal access to education. The District may perform subsequent evaluations to verify appropriate placement of the student.

- D. **Placement Flexibility** - The District may, when determined appropriate, waive course/program prerequisites, or other preconditions for placement in courses/programs offered by the District to allow eligible students to participate.
- E. **Absence Related to Deployment Activities** - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the District Administrator to visit with his/her parent or legal guardian relative to such leave or deployment of the parent or guardian.

## ELIGIBILITY

### A. Eligibility for Enrollment

1. Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
2. The District will not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a district or jurisdiction other than that of the custodial parent.
3. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a district or jurisdiction other than that of the custodial parent, may continue to attend the school in which s/he was enrolled while residing with the custodial parent.

- B. **Eligibility for Extra-Curricular Participation** - The District will facilitate the opportunity for transitioning military children's inclusion in extracurricular and/or curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

## GRADUATION

To facilitate the on-time graduation of children of military families the District will adhere to the following procedures:

- A. **Waiver Requirements** - The District will waive specific courses required for graduation if similar coursework has been satisfactorily completed in another district or provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from his/her sending school, the District will provide an alternative means of acquiring required coursework so that graduation may occur on time.
- B. **Exit Exams** - The District will accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests; or 3) alternative testing, in lieu of testing requirements for graduation in Wisconsin. In the event the above alternatives cannot be accommodated by Wisconsin for a student transferring in his/her Senior year, then the provisions of Section C below shall apply.
- C. **Transfers During Senior Year** - Should a military student transferring at the beginning or during his/her Senior year be ineligible to graduate from the District after all alternatives have been considered, the District and the sending district shall ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district. In the event that the









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## 5112A - **ADMISSION TO KINDERGARTEN**

### **Kindergarten Registration**

The following guidelines shall be followed for the registration of all kindergarten students.

- A. Children must be five (5) years old on or before September 1<sup>st</sup>.
- B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to ~~complete Form 5111 F1 and~~ submit ~~with the~~ documentary evidence ~~that is provided~~. If custody has been established by the courts, a copy of the court order must be provided.

- C. Children transferring from another public or private kindergarten who do not meet the age requirements ~~(shall) (may) (shall not)~~ be admitted.
- D. All registrants shall receive a kindergarten screening as determined by the principal.
- E. Individual classroom assignments will be made by the building principal.

### **Early Entrance Criteria**

#### **A. Rationale**

The District shall provide for early admission to kindergarten and first grade for qualified students.

#### **B. Application**

Referrals are made by school principals or directly by parent request at the time of kindergarten screening but no later than May 15<sup>th</sup>.

The evaluation shall be made prior to the enrollment date.

#### **C. Early Entrance to Kindergarten**

The parent or guardian of a child who will not be five (5) years of age by September 1<sup>st</sup> in the school year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the onset of the upcoming school year.

The following procedures shall be followed:

1. A referral for evaluation shall be completed by the parent/guardian and submitted to the ~~Director of~~ Special Education Director. Completion of this document shall include rationale for early entrance, summary of the child's strengths/weaknesses and serve as the application for early admission. The completed referral shall be discussed with parent/guardian by the ~~Director of~~ Special Education Director and/or other pupil services personnel. The intent is to review Board Policy on early entrance, ensure all appropriate information has been obtained and explain rationale for the ensuing school psychological evaluation.
2. At the discretion of the ~~Director of~~ Special Education Director, it is possible that other District personnel may be asked to complete an evaluation. ~~However, the primary responsibility to conduct this evaluation shall be with the school psychologist.~~

3. A written report summarizing results and recommendation for or against early entrance to kindergarten shall be provided to and discussed with parent/guardian.
4. The child must participate in the District's kindergarten screening if the child has not been a participant in the District's 4K program, ~~which is held during the spring for students who will enter kindergarten in the fall. Should the child miss spring screening, an appointment must be made for the child to be screened.~~
5. Screening must be completed and results explained to parents/guardian prior to parents requesting an early entrance to kindergarten evaluation.
6. An evaluation of the child's potential to benefit from early admission to kindergarten shall be the focus of the school psychological evaluation and, ultimately, central to the decision for early admission. This evaluation will be conducted by Manawa School District of Manawa personnel. The evaluation shall address the child's emotional stability, social/emotional/mental maturity, physical health and pre-academic readiness skills (i.e., cognitive, motor, language, letter/number concepts), all of which must be exceedingly well established. ~~The child's performance across standardized measures of pre-academic readiness shall approximate the top three percent (3%).~~
7. This evaluation shall be at no cost to the parent/guardian.
8. Subsequent to the evaluation being completed, a conference shall be held with parent/guardian to review results and consider the appropriateness of early entrance into kindergarten. Participants shall include the Building Administrator, ~~Director of~~ Special Education Director and where appropriate, other District personnel may participate. If the conclusion is to allow early entrance to kindergarten, a written recommendation will be made to the District Administrator and Board of Education.
9. If the conclusion is to not allow early entrance to kindergarten, the parent/guardian may provide a written appeal to the Board of Education. The Board of Education has the final authority for deciding whether or not the child is to be admitted for early entrance to kindergarten. The Building Administrator will provide the parent/guardian a written summary of the Board of Education's conclusion.
10. Early admission to kindergarten may be granted if the child has started a certified kindergarten program. This will generally apply to transfer students from states with a later entrance date than Wisconsin's. The same will apply to children who request early admission to first grade.

#### D. Early Entrance to First Grade

The parent or guardian of a child who will not be six (6) years of age by September 1<sup>st</sup> in the school year the child proposes to enter first grade, may apply to the Board of Education to have their child admitted to first grade at the onset of the upcoming school year.

The following procedures shall be followed:

1. The child who has been approved for early admission to kindergarten and successfully completed kindergarten, started first grade in another school or completed a program the District deems equivalent to kindergarten may be approved for early admission to first grade. Given the latter scenario, the parent/guardian will have responsibility to provide the Building Administrator with all necessary documentation pertaining to the curriculum provided the child. Subsequently, a conference shall be held with the parent/guardian and ~~d~~District ~~p~~Personnel to review information provided and consider the appropriateness of early entrance to first grade.
2. The child who has not met the aforementioned conditions but who has, nevertheless, met standards outlined in other sections of this guideline and whose educational welfare would best be served by placement in first grade may be considered for early admission to first grade. Procedures in the Early Entrance to Kindergarten of this guideline shall then be followed.

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### 5113 - **ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT**

The School District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time. More specifically, the District, in administering its participation will:

- A. harmonize to the extent possible Sections 118.145(4), 118.51, 118.52;
- B. give priority to its resident students regarding intra-District open enrollment opportunities;
- C. take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

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

##### **A. Application Procedures for Nonresident Students**

Applications from nonresidents for full-time open enrollment into a District school must:

1. be submitted on the form provided by the Department of Public Instruction ("DPI"); **and**
2. be received between the first Monday in February and the last weekday in April, unless otherwise provided by the DPI or as described in Section K, below - Alternative Application Procedures.

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

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

The District shall provide to any nonresident district to which a resident student with a disability has applied for open enrollment a copy of the student's Individualized Education Program no later than the first Friday following the first Monday in May.

##### **B. Timetable for Decisions on Applications**

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

##### **C. Procedure for Processing of Open Enrollment Applications**

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to nonresident students already attending District schools and their siblings.

If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept an applicant, who is already attending school in the District.

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection. The District may approve attendance by non-resident students on the waiting list up to the third Thursday in September, provided that the student will be in attendance in the District by the third Friday in September.

#### D. Decisional Criteria for Nonresident Applications

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

1. The availability of space in the schools, programs, classes, or grades within the District. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats. and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District. Other factors the District Administrator may consider include:
  - a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
  - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
  - c. Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for ~~an~~ open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated daycare program resides in a district which offers the program for which application is made.
3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding, based on any of the following activities:
  - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
  - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
  - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
  - d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

(Note 1: Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, s/he is determined to fall under paragraph D. 3.)

(Note 2: The Board may request a copy of a nonresident student's disciplinary records from the resident School Board).
4. Whether the special education program or related services described in the nonresident student's individualized education program ("IEP") are available in the District.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his or her resident school board under Wis. Stat. § 115.777(1) or identified by his or her resident school board under Wis. Stat. 115.77(1m) (a), but not yet evaluated by an individualized education program team.

(Note: If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident school board. If such notice is provided, the nonresident may be transferred to his/her resident school district.)
7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

#### E. Notice of Decisions

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

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

Notices of denial will include a reason for the determination. Notice of denial for nonresident students will also include notice as to the student's specific place on the waiting list.

### **1. Additional Notices When a Nonresident Student is Accepted**

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

- a. written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year; **and**
- b. notice to the resident School Board no later than July 7th stating the name of the student.

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

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

### **2. Additional Notice When a Nonresident Student is Not Accepted but Placed on the Established Waiting List**

If space becomes available, the student on the waiting list will be notified in the order in which s/he appears on the list. The student will be sent notice that space is now available and the school to which the student will be placed. The notice will also state that the applicant has ten (10) days to accept the offer of open enrollment from the postmarked date on the notice.

When a selected applicant notifies the District that the open enrollment position is being rejected or fails to respond within ten (10) days, the offer will be rescinded and the space will be offered to the next applicant on the waiting list. The District will continue to notify students on the waiting list of available spaces up to the third Thursday in September of the school year for which the waiting list applies, provided that the student will begin attendance no later than the third Friday in September. A non-resident student accepted for enrollment once the school year has begun may attend the District even if the student has already attended school in the resident school district, but not if the student has enrolled in the current term in another non-resident school district.

### **Disciplinary Records**

The District shall provide the disciplinary records of any resident student that applies for enrollment in a non-resident school district. Such disciplinary records should include but are not limited to: A copy of any expulsion findings and orders pertaining to the student; a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion; or the possible outcomes of the pending disciplinary proceedings. Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures (Section K below).

### **F. Reapplication Procedures**

The Board does not require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school, junior high school, or high school. A nonresident student may be required to reapply only once.

### **G. Transportation**

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site or if space is available, or to a scheduled in-District bus stop, unless the nonresident student is a special education student and transportation is required by his/her IEP.

### **H. Tuition Waivers**

Students are eligible for tuition waivers as follows:

#### **1. Current Year Permissive**

When the student was:

- a. a resident of the School District on July 1st;
- b. enrolled in the School District on July 1st of the current school year; and
- c. after July 1st changes residence by moving to a new school district.

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

## 2. **Current Year Mandatory**

When the student:

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

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

## 3. **"Additional Year" Mandatory**

When the student:

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

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

## I. **Rights and Privileges of Nonresident Students**

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

## J. **Alternative Application Procedures**

### 1. Basis for Open Enrollment Outside Regular Deadlines:

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure if the student satisfies at least one of the following criteria and has not applied to more than three (3) non-resident school districts:

- a. The resident school board determines that the non- resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident school board.
- b. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01 – Homeless Students.
- c. The non-resident student has been the victim of repeated bullying or harassment and all of the following apply:
  1. The student’s parent has reported the bullying or harassment to the resident school board.
  2. Despite action taken by the parents and/or the resident school district the repeated bullying and harassment continues.







Book	AG 1st Draft Clean
Section	5000 Students
Title	OPEN ENROLLMENT FOR STUDENTS WITH DISABILITIES
Number	ag5113B
Status	Proposed to Policy & Human Resources Committee

#### 5113B - **OPEN ENROLLMENT FOR STUDENTS WITH DISABILITIES**

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

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

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

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

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

#### **Procedural Safeguards**

Once a student has transferred to the District under the Open Enrollment program, the District is responsible for the following:

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

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

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Book	AG 1st Draft Clean
Section	5000 Students
Title	NONIMMIGRANT STUDENTS AND EXCHANGE VISITOR PROGRAMS
Number	ag5114
Status	Proposed to Policy & Human Resources Committee

## 5114 - NONIMMIGRANT STUDENTS AND EXCHANGE VISITOR PROGRAMS

### Exchange Visitor Program (EVP) for Nonimmigrant Students with J-1 Visas

#### Sponsoring Exchange Organizations

The Board of Education will recognize non-profit organizations that are designated as sponsoring exchange organizations by the U.S. Department of State (USDOS) as sponsors of exchange visitor students. Documentation of the non-profit organization's status as a current USDOS-designated sponsoring exchange organization should be submitted annually, but will be required in any year when the organization seeks to place an exchange visitor student in the District's high school.

Pursuant to Federal law, a sponsoring exchange organization may not have more than five (5) students enrolled in the District's high school, unless the school itself has requested, in writing, the placement of more than five (5) students from the sponsor.

#### Selection, Acceptance, and Enrollment of Exchange Visitor Students

Pursuant to Federal law, the sponsoring agency shall select a foreign national to participate in the exchange visitor program (EVP) when it has been determined that the program is suitable to the exchange visitor student's background, needs, and experience and that the exchange visitor student possesses sufficient proficiency in the English language to participate in the program.

The sponsoring exchange organization must contact the Principal of the high school in which the student would enroll to request acceptance of the prospective exchange visitor student. The sponsor shall provide written assurance that the prospective exchange visitor student meets all criteria for eligibility for the program set forth in Federal law. The Principal shall inform the District Administrator whether or not s/he supports the enrollment of the prospective exchange visitor student. If the Principal supports the enrollment of the prospective student, the District Administrator shall provide the sponsoring agency with written acceptance of the student's enrollment. A copy of the Student Handbook will be provided with the written acceptance.

Following receipt of written acceptance of enrollment, the sponsoring organization shall be responsible for issuing certificates of eligibility to participants for use in securing their U.S. non-immigrant J-1 Visa.

Following receipt of written acceptance of enrollment, the sponsoring organization shall also be responsible for the selection of a host family for the exchange visitor student. Following the selection of the host family by the sponsoring agency, the District shall be notified of the host family's name and contact information.

Pursuant to Federal law, an agreement between the sponsoring organization, the student's parents, and the student must clearly delineate the sponsoring organization's rules, as well as costs and refund policies. A copy of the Student Handbook shall be a part of this agreement.

The sponsoring organization shall submit the following at the time of the exchange visitor student's enrollment:

- A. A copy of the agreement between the sponsoring organization, the student's parents, and the student.
- B. Documentation that the exchange visitor student has had the required immunization(s).
- C. Evidence of medical insurance coverage for the exchange visitor student.

Following the enrollment of the exchange visitor student, the Principal will designate a member of the faculty or school administration as the student's advisor during his/her stay at the school. The advisor shall serve as liaison between the school and host family, the school and the sponsoring organization's local coordinator, the exchange visitor student and the student body, school faculty, and the community.

The Principal will provide the local coordinator with any data related to school attendance and performance that the sponsoring agency is required to report to the USDOS via the Student and Exchange Visitor Information System (SEVIS).

### **Student and Exchange Visitor Program (SEVP) for Nonimmigrant Students with F-1 Visas**

The District shall use the following procedures established for the Student and Exchange Visitor Program (SEVP) by the United States Department of State (DOS) and the Department of Homeland Security (DHS) when selecting and enrolling Foreign National students with an F-1 Visa who have citizenship in a country other than the United States as Exchange Visitor Students.

The District Administrator is responsible for petitioning the U.S. Immigration and Customs Enforcement (ICE) for certification of the school as a SEVP-certified school.

The District Administrator is responsible for submitting the information requested by the U.S. Immigration and Customs Enforcement (ICE), the principal investigative arm of the DHS, so that the District's status as a SEVP-certified school can be maintained. This required information will be submitted via the Student and Exchange Visitor Information System (SEVIS), which is maintained by ICE.

Upon authorization through resolution by the Board, the District Administrator is responsible for filing Form I-17 with ICE to secure recertification for the school every two (2) years.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ATTENDANCE
Number	ag5200
Status	Proposed to Policy & Human Resources Committee

## 5200 - **ATTENDANCE**

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

### **Compulsory Student Attendance**

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception outlined in this Administrative Guideline. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

### **Notification of Absence**

A parent or guardian shall notify the District of any student absence and the time period of the absence. This notification should be provided in advance of the absence if possible. The District reserves the right to verify statements and investigate absences from school.

### **Excused Absences**

A student **shall** be excused from school for the following reasons:

#### **A. Physical or Mental Condition**

The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds five (5) days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or religious practitioner living and residing in Wisconsin, who by belief is exempt. The time period for which the certification is valid may not exceed thirty (30) days.

#### **B. Obtaining Religious Instruction**

The student wishes to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the building principal. Such absences must be at least sixty (60) minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his/her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. See Policy 5223 - Absences for Religious Instruction for further details.

#### **C. Permission of Parent or Guardian**

The student has been excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside the school day

2. to attend the funeral of a relative
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

**D. Religious Holiday**

The student wishes to observe a religious holiday consistent with the student's creed or belief.

**E. Suspension or Expulsion**

The student has been suspended or expelled.

**F. Program or Curriculum Modification**

The School Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school equivalency diploma as provided by State law.

**G. High School Equivalency - Secured Facilities**

The School Board has excused a student from regular school attendance to participate in a program leading to high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secured detention facility, or a juvenile portion of a county jail, and the student and his/her parent or guardian agree that the student will continue to participate in such a program.

**H. Child at Risk**

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

**School Attendance Officer**

The building principal shall be the School Attendance Officer. The School Attendance Officer shall be responsible for dealing with matters relating to school attendance and truancy. The duties of the School Attendance Officer shall include, but not be limited to the following:

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Student Records Policy (see Board Policy 8330).
- C. Performing the duties and responsibilities assigned to him/her under this Administrative Guideline.

**Truancy**

A student will be considered truant if s/he is absent part or all of one or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the acceptable reason under these guidelines of such absence by the parent or guardian of the absent student. A student will also be considered truant if s/he has been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute (Sec. 118.15, Wis. Stats.).

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

**Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal, or an individual designated by the principal, will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. The following methods may be considered:

- A. counseling the student
- B. requiring the student to make-up lost time
- C. requiring the student to make-up course work and/or examinations, as permitted under this guideline

D. conferring with the student's parents

E. referring the student to an appropriate agency for assistance

Administrative action to address unexcused absences shall be in accord with due process, as defined in Policy 5611, the Student Code of Conduct, and other applicable Board policies.

### **Habitual Truancy**

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

When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

### **Students with Special Needs**

School administrators and teachers shall ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.

### **Encouraging Attendance**

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task.

### **Professional Staff Member**

A professional staff member's responsibility must include, but not be limited to:

- A. providing meaningful learning experiences **every day** such that a student absent from any given class period would miss a significant component of the course;
- B. speaking frequently of the importance of students being in class, on time, ready to participate;
- C. keeping accurate attendance records (excused vs. unexcused) as directed by the School Attendance Officer, or his/her designee;
- D. requiring an admit slip from a student when s/he returns from a tardy ~~absence~~;
- E. incorporating defined, daily participation as part of the teaching/learning process and each grading period, as per the course syllabus;
- F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day.

### **Parent/Guardian Responsibilities**

It is the responsibility of the student's parent or guardian to ensure that their child attends school regularly. Parents are expected to provide an excuse for all absences as required under this Guideline.

### **Student Responsibilities**

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school as set forth in this Guideline.

### **Students Leaving School During School Day**

- A. As a general rule, no staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.
- B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the building principal.

### **Make-Up Course Work and Examinations**

Students who are absent from school, whether the absence was excused or unexcused shall be permitted to make-up coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examination. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

## Unexcused Absences

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

A student with an unexcused absence shall be permitted to make-up coursework and quarterly, semester or grading period examinations missed during the absence ~~if the student is at risk of receiving no credit in a course or subject if the work is not made up.~~

Subject to the immediately preceding two paragraphs, credit ~~may, but~~ is ~~not~~ required to be given for the completion of make-up work. ~~Further, credit for make-up work may be given only after the school has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.~~

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

A student's grade in any course shall be based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student, violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

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Legal 118.15, 118.153, 118.16, 118.162, Wis. Stats.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	MISSING CHILDREN
Number	ag5215
Status	Proposed to Policy & Human Resources Committee

#### 5215 - **MISSING CHILDREN**

Each school should make a concerted effort to assist in identifying missing children using the following guidelines.

##### **A. Student Absence:**

A parent must notify the school by 9:00 a.m. on the day a student is to be absent unless previous notification has been given in accordance with school procedure for reporting absences. If such notification is not received, the principal should notify by telephone or in writing the student's parents, guardian, or legal custodian of a child's absence. The parent is responsible for providing the school with **current** ~~home and/or work~~ telephone numbers and to notify the school of any change in the above information.

##### **B. Missing Child Investigations:**

School personnel are required by law to provide law enforcement officials access to a student's record when conducting a missing child investigation, ~~providing they have the permission of the parent.~~

##### **C. Pictures For Identification:**

District personnel, authorized to enter into contracts for the taking of student pictures, will request the photographer to provide, free of cost to the school, a photograph of each student for identification purposes.

##### **D. Enrollment Of New Students:**

A student seeking entry into a District school must comply with admission requirements specified in AG 5111.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	EARLY DISMISSAL
Number	ag5230
Status	Proposed to Policy & Human Resources Committee

#### 5230 - **EARLY DISMISSAL**

Board of Education policy requires that the following guidelines be followed for early dismissal of any student.

- A. Only principals may release a student from school before the end of the school day.
- B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.
- C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.
- D. Students may be released only to a parent, or emergency contact as identified on the student information system.
- E. A student may be released "on his/her own" only with verified parental permission (needed only if written or face-to-face request is not required).
- F. Whenever a student travels from his/her school to another school for lessons or to clinics, etc., during school hours signed permission must be obtained from the parent before such trips are approved by the principal.

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Book AG 1st Draft Clean  
Section 5000 Students  
Title IMMUNIZATION OF STUDENTS IN SCHOOL  
Number ag5320  
Status Proposed to Policy & Human Resources Committee

### 5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG 5111.

#### **Immunizations Which are Medically Contraindicated**

- A. A written statement from any licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.
- B. The physician's statement shall be maintained by the school as part of the immunization record of the student.

Specific annual immunization requirements are available from the Wisconsin Department of Health Services and are published and made available to each school district annually. The standards are also available at the Department of Health Services website at - <https://www.dhs.wisconsin.gov/immunization/index.htm>.

If the District conducts a preschool or day-care program, all children must be immunized in accordance with the regulations provided by the Wisconsin Health Services Department.

#### **Admission to School**

Before a student can be admitted to school, the parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

#### **Exemptions: Parent Objections**

- A. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights.
- B. This statement will be kept by the school as part of the student's immunization record.

#### **Documents Accepted as Evidence of Immunization**

The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered.

- A. an official school record from any school
- B. a record from any public health department or the Wisconsin Immunization Registry (WIR)
- C. a certificate signed by a licensed physician

If a parent cannot provide any of the above documentation, their child is not to be admitted until such documentation is provided or until the child has received at least one (1) dose of each required vaccine. Such vaccinations, if not covered by medical insurance may be available from the Waupaca County Health Department free of charge. The child may then come to school for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the child shall have received the second required dose. The child is then eligible to attend school for another two (2) months. If, at the end of that two (2) month period, documentation still has not been received, the child must receive the third required dose in order to remain in school.

#### **Required Records**





Book AG 1st Draft Clean  
Section 5000 Students  
Title ADMINISTRATION OF MEDICATIONS  
Number ag5330  
Status Proposed to Policy & Human Resources Committee

### 5330 - ADMINISTRATION OF MEDICATIONS

For purposes of this guideline:

- A. "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any State.
- B. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.
- C. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.
- D. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is repackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Nonprescription drug products include cough drops that contain active ingredients. These cough drops must be handled in the same manner as aspirin, Advil and Tylenol. If a cough drop contains only sugar, water, and some menthol, the procedures for handling nonprescription drug products are not required.

### Prescribed Medications

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should determine with their practitioner's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form ~~5330-F1~~ must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis, or more often if changes in dosage occur, and will include:
  - 1. student's name and date of birth;
  - 2. medication and dosage or procedure required;
  - 3. times required;
  - 4. special instructions including storage and sterility requirements;
  - 5. date prescribed medication will be started;
  - 6. date prescribed medication will no longer be needed;
  - 7. practitioner's name, address, and telephone number;
  - 8. authorization for school personnel to administer the prescribed medication, if necessary, but only in the presence of an authorized staff member or parent;
  - 9. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.

C. For each prescribed medication, the medication shall be in the original pharmacy-labeled package with the following information in a legible format:

1. student's name
2. practitioner's name
3. date
4. pharmacy name and telephone
5. name of medication
6. prescribed dosage and frequency
7. special handling and storage directions

D. All medications to be administered during school hours must be registered with the Principal's office. Upon receipt of the medication, the health aide shall verify the amount of medication brought to the school and indicate that amount on the student's medication log sheet.

E. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. Two to four (2-4) weeks' supply of medication is recommended.

### **Nonprescription Drug Products**

In those circumstances where a student must take a Nonprescription Drug Product during the school day, the following guidelines are to be observed:

- A. The Nonprescription Drug Product Request and Authorization Form ~~5330-F1a~~ must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.
- B. For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

1. student's name
2. date
3. name of medication
4. dosage and frequency
5. special handling and storage directions

### **General Procedures**

- A. A Medications Administration Daily Log ~~(Form-5330-F2)~~ recording the administration of each prescribed medication and nonprescription drug product shall be maintained. The log will note the personnel giving the medication, the date, the exact dosage administered, and the time of day. The log will include each error in the administration of the medication and each missed administration of the medication. This log will be maintained along with the practitioner's written request and the parent's written release.
- B. Written documentation of the Department of Public Instruction approved training provided for each person authorized to administer a prescribed medication or treatment will show:
  1. what training was given;
  2. the trainer's name and professional status;
  3. when the training was given;
  4. the duration of the training.
- C. The staff member administering the medication shall make a reasonable effort to see that the student takes the medication properly.

- D. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication.
- E. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication within appropriate time frames, in the correct dosage, in accordance with accepted practice, and to the correct student. In the event of a medication error, the school nurse shall notify the parent(s) immediately. If there is a question of potential harm to the student, the nurse shall also notify the student's practitioner.

The school nurse shall document medication errors on the Medications Log [Form 5330-F2](#). The school nurse shall review reports of medication errors and provide consultation to ensure appropriate medication administration in the future.

- F. If a student is exhibiting behavior which causes the teacher to be concerned about his/her medical status, this behavior must be reported to the building Principal. A designated person may then contact the parent and advise that they seek medical attention for the child.
- G. Student with Severe Asthmatic Symptoms

#### Use of Metered Dose or Dry Powder Inhalers

Asthmatic students may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use a metered dose inhaler or dry powder inhaler when the following three (3) conditions are met.

1. The student is required to carry an inhaler for use prior to physical activity to prevent the onset of asthmatic symptoms or for use to alleviate asthmatic symptoms, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use an inhaler.

Asthmatic students who are not required to carry an inhaler shall follow the guidelines which apply to all other prescription medications and their administration.

- H. Students with Severe Allergic Reactions

#### Use of Epi-pen

Students who may suffer from severe allergic reactions may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use an epi-pen when three (3) conditions are met.

1. The student is required to carry the epi-pen for use to prevent the onset of an allergic reaction, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use the epi-pen.

Students who may suffer from severe allergic reactions but are not required to carry an epi-pen shall follow the guidelines which apply to all other prescription medications and their administration.

- I. School personnel are not required to administer a nonprescription drug product or prescription drug by means other than ingestion. However, personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse. The school nurse shall provide instruction and written protocols, as well as documentation that both were provided.
- J. Dispensing of nonauthorized, nonprescription drug products by District employees to students served by the District is prohibited. Where investigation confirms such conduct, prompt corrective action shall be taken, up to and including dismissal.
- K. To minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply or recommend the use of any drug, medication, or food supplement for performance-enhancing purposes.

School personnel trained to administer medications shall keep a copy of the Administration of Medication Policy and Guidelines in an accessible spot for quick reference and have the right to refuse to administer medication to students when the required authorization forms and signatures have not been completed.







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Title DRUGS ADMINISTERED ON AN EMERGENCY BASIS  
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**5330A - DRUGS ADMINISTERED ON AN EMERGENCY BASIS**

Board Policy 5330 and the procedures on the administration of medication in AG 5330 must be observed at all times.

- A. School personnel should administer only practitioner prescribed kits, or equivalent.
- B. Schools are to be notified, in writing, of a student who may need [a] drug(s) administered on an emergency basis by his/her parents or practitioner. In all cases, this information should be conveyed to the school nurse who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.
- C. In addition, a notation should be made on the student's emergency medical authorization for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.
- D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who may need a drug administered on an emergency basis. Bus drivers transporting such students should have the drug available and be trained in its proper application.
- E. The student's parent will be responsible for providing the drug[s] and is to be informed that the school may call emergency medical services when his/her child receives the drug.
- F. If a serious situation does occur requiring the administration of drugs administered on an emergency basis, the principal is to contact 911 and request that Emergency Medical Services be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.
- G. Parents are responsible for providing the school with the proper drugs with an adequate expiration date at the beginning of each school year.
- H. These procedures should be reviewed with appropriate staff at the beginning of school each year.

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Title STUDENT ACCIDENT/ILLNESS/CONCUSSION  
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**5340A - STUDENT ACCIDENT/ILLNESS/CONCUSSION**

In the event of a student accident or illness, staff members shall:

- A. if properly trained, **administer first aid;**
- B. report the accident to the appropriate administrator;
- C. summon professional medical assistance, if needed;
- D. notify the parents as soon as possible by telephone or written report;
- E. contact parents immediately if the accident indicates professional medical care is required;
- F. record on the Student Accident Form, as soon as possible, all pertinent facts concerning the accident and submit it to the Business office.

School personnel shall not diagnose illness or administer medication of any kind except in accordance with AG 5330.

Records are to be kept on all injuries requiring medical attention that occur while students are on school property, in school buildings, on the way to or from school, or at school-sponsored activities.

A copy of the Student Accident Report Form is to be filed with the carrier of the District's liability insurance when requested.

Each principal shall prepare in-building procedures for dealing with illness at school which ensure prompt attention to the child and proper communication with the parents.


**Concussions**

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

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

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

If a concussion is suspected by a teacher or coach, the student will be removed from the class, practice, activity, or game. The student will not be permitted to return to full participation until s/he is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.

Teachers or coaches who suspect a student has been concussed shall record on the Student Accident Form, as soon as possible, all pertinent facts concerning the incident and submit it to the Business  office.

Parents shall be notified about the possible concussion and given information on concussions and the need for medical attention.

Prior to the beginning of each season and pre-season training, coaches shall notify parents and student-athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed. Information about this guideline will be included in the student handbook.

Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return-to-play standards.

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#### 5340B - HEALTH EMERGENCIES AND FIRST AID CARE

##### **Emergency Procedure**

If a student or staff member requires immediate attention for an accident or illness, call 911 and request a Emergency Medical Services.

When the call is made, be sure to indicate:

- A. where the emergency situation is located (include cross streets, if applicable);
- B. telephone number where calling from;
- C. brief description of what happened;
- D. how many persons need help;
- E. what has been or is being done for the victim(s).

Be sure to hang up last!

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

##### **First Aid Procedures**

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

Internal medication cannot be administered even in emergencies to any student by school personnel other than a physician. Any treatment beyond first aid of any condition, is prohibited.

In any case involving bodily fluids, the District's Blood-Borne Pathogens Policy 8453 and Policy 8453.01 and AG 8453 and AG 8453.01 must be followed.

##### **A. Abrasions, minor cuts, scratches**

Cleanse area with soap and water and apply a band-aid.

##### **B. Fainting**

Loosen clothing, place child flat on back with head lower than body. Do not give any fluids.

##### **C. Headache**

If student has a fever or appears ill, send student home; otherwise allow him/her to rest for a while.

##### **D. Stomach ache**

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

##### **E. Seizures**

If you know the person has epilepsy, it is usually not necessary to call EMS unless:

1. the seizure lasts longer than a few minutes;
2. another seizure begins soon after the first;
3. s/he does not regain consciousness after the jerking movements have stopped.

However, you should call EMS when someone having a seizure also:

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

A person having a seizure cannot control it. As someone trained in first aid, you can prevent injuries to him/her by removing anything nearby that might get in the way, such as furniture or equipment. You can also prevent injuries by not interfering: **Do not** try to put anything between the teeth. Also, do not hold or restrain the person. Loosen clothing. If the victim vomits, roll him/her on one side.

Following a seizure, the muscles relax. Check airway, breathing, and circulation (ABCs). A person recovering from a seizure is likely to be drowsy and disoriented. S/He needs rest and reassurance. Stay with the person until s/he is fully conscious and aware of surroundings once again.

#### F. Diabetic

In a diabetic emergency, it is possible to confuse the signs and symptoms of insulin shock and diabetic coma. Since insulin shock is a true emergency that needs quick response, give any fully conscious person in a diabetic emergency sugar--candy, fruit, juice, or a soft drink containing sugar. This will quickly get sugar into the blood to help someone in insulin shock. If instead of insulin shock, s/he is in diabetic coma, the sugar will not cause further harm.

If the person is unconscious, check ABCs and call EMS.

A victim of diabetic coma also needs immediate transport to the hospital. Again, check ABCs and call EMS.

#### G. Poison

Quickly take any containers to the phone; then call EMS and the local Poison Control Center and follow their instructions. Care for shock and check breathing frequently. Do not give anything by mouth until you have been advised by medical professionals.

Be sure to save any containers and vomit for EMS. These will help them identify the poison and give the appropriate treatment.

#### H. Fractures, Dislocations, Sprains, and Strains

Sometimes it is difficult to tell whether an injury is a fracture, dislocation, sprain, or strain. Since you cannot be sure which of these a victim might have, always care for it as a fracture. If EMS is on the way, do not move the victim. Control any bleeding first. Care for shock, and monitor ABCs. If you are going to transport the victim to a medical facility, follow this general rule: "When in doubt, splint."

Splinting is a process of immobilizing a suspected fracture. Materials that can immobilize a fractured bone and the joints above and below it can be used to splint. (Examples are rolled-up newspapers and magazines and pieces of wood.) Commercial splints are also available.

The purpose of splinting is to:

1. immobilize a possibly fractured part of the body;
2. lessen pain;
3. prevent further damage to soft tissues;
4. reduce the risk of serious bleeding;

5. reduce the possibility of loss of circulation in the injured part;
6. prevent closed fractures from becoming open fractures.

The basic principles of splinting are:

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

If there are no splinting supplies available, splint the broken part of the body to another part. For example, a broken arm can be splinted to the chest. A fractured leg can be splinted to the other, uninjured leg.

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

For all of these injuries, care for shock and monitor ABCs.

Injury of the head, neck, and back (spinal injury) is serious and difficult to care for. Think about these injuries as possibilities when caring for a victim who has suffered **traumatic injury**. Examples of situations in which traumatic injury may occur are falls, motor-vehicle accidents, and diving or other sports-related accidents.

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

If you do suspect a spinal injury, stabilize the victim's head and neck as you found them by placing your hands along both sides of the head. This keeps the head in line with the spine and prevents movement.

If you must move the victim, do it carefully, using the clothes drag rescue method.

Stay with the victim and continue to stabilize the head and neck until EMS arrives. Monitor ABCs.

## **I. Insect Bites and Stings**

If the victim was stung and the stinger remains embedded, try to remove it. Do not squeeze the stinger, since that will release more venom into the blood. Instead use tweezers to remove the stinger, or scrape it away with something like a credit card. Wash well with soap and water. Put a cold pack on the area that has been stung to reduce swelling and pain. Place a clean cloth between the skin and the ice, to protect the skin. Place the stung area below the level of the heart to slow circulation of the venom.

If you see signs and symptoms of allergic reaction, call EMS quickly. While waiting for EMS to arrive, care for shock, and monitor ABCs.

## **J. Nose Injuries and Nose Bleed**

If you suspect that the victim has a possible head, neck or back injury, do not try to control a nosebleed. Stopping the blood flow would increase pressure on injured soft tissues. Instead, leave the victim as you found him/her, and stabilize the head and neck. If the victim is conscious, tell him or her not to move.

If you do not suspect a head, neck, or back injury, try to control the bleeding. Have the victim sit down and lean forward, chin toward chest. Then pinch the nose shut.

Encourage the victim to rest quietly, since walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

## **K. Bites**

Dangerous infection can develop even from a minor bite. To help prevent infection, either wear latex gloves or wash your hands if possible before caring for someone with open wounds. If there is not heavy bleeding, wash wounds well with soap and water; then cover them with a clean dressing, bandage them, and seek medical help. Do not try to clean a wound that is bleeding heavily. Control the bleeding. Once it stops, cleaning might make it start again. Leave the dressing in place. A serious wound should be cleaned only by trained medical personnel.

## **L. Eye Injuries**



Be extremely careful when touching the eyes. Wash your hands when possible before caring for an eye injury. Be gentle. If you cannot get a floating object off the surface of the eye or eyelid by the method outlined in the action guide, either loosely wrap a bandage around both eyes or tape dressings over them. You need to wrap both eyes, since the movement of one eye affects the other. Reassure the victim, since having one's eyes bandaged is frightening. Get medical help.

An object that has become embedded in or has penetrated the eyeball should not be removed by anyone but a doctor. First aid care for such an injury is to place an inverted paper cup over the injured eye. This prevents further damage by keeping the object in place without pressure. Then wrap a bandage around both eyes.

If the victim is unconscious, close the eyelids to keep the eyeballs from drying out.

For chemical burns, wash the eye with lots of running water, flushing from the nose outward, for fifteen (15) to thirty (30) minutes. Then wrap a bandage loosely around both eyes and reassure the victim. Monitor ABCs.

## **M. Burns**

### HEAT BURNS

Call EMS and then care for the burns. The major cause of shock in burn victims is heavy loss of body fluids through the burned area. Have the victim lie down. Elevate the burned part if doing so does not cause further pain. As always for shock, maintain normal body temperature.

In general, care for heat burns as follows:

1. For first-degree burns and second-degree burns with no open blisters, flush with lots of cool running water. Apply moist dressings, and bandage loosely.
2. For second-degree burns with open blisters and third-degree burns, apply dry dressings and bandage loosely. Do not use water, as it increases the risk of shock.

### ACID BURNS

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

## **N. External Bleeding**

The purpose of first aid for external bleeding is to:

1. stop the bleeding;
2. prevent infection;
3. prevent shock.

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

Keep in mind that a relatively small amount of bleeding can look dramatic. Do not get so concerned at the sight of blood that you overlook other injuries. Bleeding can also frighten the victim, so remember to reassure him/her.

Infection can develop within hours or days of an injury. The signs and symptoms of infection are pain or tenderness at the wound; redness, heat, or swelling at the wound; pus beneath the skin or in the wound; red streaks leading from the wound; and swollen lymph glands closest to the wound (in the groin for a leg infection, in the armpit for an arm infection, and in the neck for a head or neck infection). An infection can also cause a person to feel ill. If any of these signs or symptoms develop, the victim should get medical help.

To reduce your threat of infection, wear latex gloves or wash your hands if possible before caring for a wound. Use clean dressings and bandages. Wash minor wounds that are not bleeding severely with soap and water before applying the dressing. Do not try to clean major wounds that are bleeding severely, since that might cause more bleeding.

To control bleeding:

1. apply direct pressure on the wound with a dressing. (Use your hand alone if no dressing is available.) A dressing is a clean covering placed over the wound that protects it and helps control the bleeding by absorbing the blood and

allowing it to clot. Once you put a dressing on a wound, do not remove it. If bleeding continues, add new dressings on top of the one already soaked with blood. The less a bleeding wound is disturbed, the better your chances of stopping the bleeding.

2. if bleeding continues and you do not suspect a fracture, elevate the wound above the level of the heart and continue to apply direct pressure.
3. if the bleeding does not stop, the next step is to apply pressure at a pressure point. Continue to do steps 1 and 2.
4. the final step to control bleeding is to apply a pressure bandage. A bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Take the pulse and examine the fingertips in the injured limb after wrapping the bandage to make sure the bandage is not so tight that it slows or stops circulation. If it is too tight, the pulse rate may be slowed or absent and the fingertips or toes may look bluish.

## O. Dental Emergencies

What to do for:

1. a knocked out tooth:
  - a. replace tooth into socket
  - b. apply ice, wrapped in cloth, to face
  - c. if you cannot put tooth into socket, place in a glass of cold water or milk until you can see your dentist
2. injured tissues:
  - a. apply ice, wrapped in a cloth, to face
  - b. apply gauze firmly to site for one-half (1/2) hour
  - c. phone dentist
3. fractured bones:
  - a. immobilize; use cloth such as towels or scarves tied around injured area
  - b. have patient sit still and upright
  - c. GO TO HOSPITAL AS SOON AS POSSIBLE
4. swelling and gumboil:
  - a. rinse with warm salt water four (4) times a day (one-half (1/2) tsp of salt in one (1) cup of warm water)
  - b. have the patient see a dentist as soon as possible
  - c. low heat on outside of face

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Section	5000 Students
Title	TRANSPORTATION FOR ILL OR INJURED STUDENTS
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#### 5340D - **TRANSPORTATION FOR ILL OR INJURED STUDENTS**

- A. When a student becomes ill or injured at school, it may be necessary for the student to be taken home, to a doctor, or to a hospital. This responsibility should be assumed by the parent, except in an emergency when it is apparent that an ambulance or emergency medical service should be called immediately.
- B. Ambulance and emergency medical service cost is the parent's responsibility but should never be a deterrent in providing this emergency service.

#### **Emergency Situations**

For critically injured or ill students who may warrant an ambulance or emergency medical service, the following procedures should be taken:

- A. Call ambulance or emergency medical service.
- B. Administer necessary first aid, if trained or if prudence requires.
- C. Contact the principal.
- D. Call parent. If parent cannot be located, call designated emergency number.
- E. Complete an accident report form.

#### **Nonemergency Situations**

There are those situations when the injury or illness of the student is not considered an emergency. In such situations, the procedure to follow is:

- A. Notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide whether or not the student should receive medical care.
- B. If the parent has no available transportation, discuss other possible alternatives they might have (neighbor, relative, ~~taxi~~, etc.).
- C. In the event the parent cannot provide any alternative suggestions for transportation and it is inappropriate for the student to ride the bus, the principal may arrange for staff members (two (2) if possible) to transport the student home or to the location designated by the parent if the staff member's vehicle has a clear vehicle inspection report and the driver has a clean driving record on file with the District Office.
- D. There may be situations in which the principal may designate staff members to transport the student to the doctor or the emergency room, after the parent has been notified, with the plan that the parent will meet school personnel with the student on arrival. This may be a situation when time is a factor, but emergency medical service or an ambulance is not warranted.

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Title	SUICIDE INTERVENTION PROCESS
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### 5350 - **SUICIDE INTERVENTION PROCESS**

In compliance with Board of Education Policy 5350, any time a staff member encounters a situation in which a student appears to be contemplating suicide, the following process should be followed carefully.

#### **Step One - Stabilize the Situation**

- A. Under no circumstances is a suicidal student to be left alone.
- B. Converse with the student immediately to determine if s/he has any dangerous instrumentalities (weapon, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.
- C. If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment.
- D. If the student will agree, accompany him/her to a prearranged, nonthreatening place away from other students and other people but where there is another adult and a telephone close by. If the principal can be notified without leaving the student, do so as quickly as possible. If the student will not agree, stay calm and remain with him/her until someone comes.

Either the principal (if available) or the staff member should proceed to Step Two without delay.

#### **Step Two - Assess the Risk**

- A. Stay relaxed and talk calmly to the student to assess the risk of the student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep questions nonjudgmental.
- B. If the student will not relinquish a dangerous instrumentality, use EXTREME RISK PROCEDURE (Step Three A).
- C. If the student is in imminent danger of harming himself/herself, use SEVERE RISK PROCEDURE (Step Three B).
- D. If the student is not in imminent danger of harming himself/herself, use MODERATE RISK PROCEDURE (Step Three C).

#### **Step Three - Take Appropriate Action**

##### **A. EXTREME RISK PROCEDURE**

1. Contact the law enforcement or Waupaca County Health and Human Services.
2. Keep the student engaged in conversation as well as reassuring him/her until the police arrive.
3. After the police arrive, and if good rapport has been established with the student, remain present to provide continuity and support as the police attempt to get the student to relinquish the dangerous instrumentality.
4. Contact the student's parents and inform them of what has transpired and of the actions being taken.

##### **B. SEVERE RISK PROCEDURE**

1. Determine if the student's distress is the result of parental abuse, neglect, or exploitation. If so, notify Protective Services immediately, give them the facts, request them to intervene, and follow their instructions. If not, call the Waupaca County Health and Human Services immediately, give them the facts, request them to intervene, and follow their instructions.

2. If neither agency will intervene before the end of the school day, contact Emergency Medical Services.
3. Make sure the student's parents have been contacted.

#### C. MODERATE RISK PROCEDURE

1. Try to determine the reason(s) for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.
2. Assist the parents in making contact with an agency or resource person who can provide appropriate intervention.

#### Step Four - Communicate

- A. Inform the appropriate members of the District staff such as the student's teachers and counselors of the facts and the actions being taken. Alert them that they need to observe the District's confidentiality requirements (AG 2411), although the occurrence was not something that developed during counseling.
- B. **If the parents request**, inform the student's close friends of the facts and the actions being taken.

#### Step Five - Follow-Up

- A. Determine the extent to which emergency or short-term procedures were completed properly.
- B. Find out if arrangements have been made for long-term clinical and/or support services.
- C. If neither short-term procedures nor long-term services were properly conducted or pursued, consult with the District Administrator to determine appropriate action.
- D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- E. Remain alert to the possibility of "copy-cat" suicide attempts by other students.
- F. Evaluate Steps A - E.

#### RE-ENTRY

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional and the Principal will request to meet with the student's parent, and, if appropriate, meet with the student to discuss re-entry and appropriate next steps to assess the student's readiness for and facilitate his/her return to school.

- A. A school-employed mental health professional or other designee will be identified to coordinate with the student, their parent, and any outside mental health care providers.
- B. The parent will be asked to provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

#### SUICIDE POST-VENTION PROCESS

If, in spite of all intervention efforts, a suicide should occur, implement the District's Crisis Intervention Plan.

If additional guidance is needed, contact the American Association of Suicidology, 5221 Wisconsin Avenue N.W. 2nd Floor, Washington, D.C. 20015. (202) 237-2280.

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### 5360 - RECESS GUIDELINE FOR HARSH WEATHER

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

Conditions that should be considered are:

- A. temperature
- B. wind chill (see next page)
- C. humidity
- D. age
- E. length of time outdoors
- F. adequacy of clothing of the children
- G. condition of the playground

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

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

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

#### Cold Weather Guidelines

##### WIND CHILL TEMPERATURES

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

A chart which gives the wind chill temperatures may be found at [www.weather.gov/om/windchill/index.shtml](http://www.weather.gov/om/windchill/index.shtml).

Recess may be indoors if the ambient temperature is zero (0) degrees or below or the wind chill factor makes it feel like zero (0) degrees or below.

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#### 5420A - **REPORTING STUDENT PROGRESS**

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the District.

To comply with Board of Education Policy 5420, each principal, in cooperation with the school's professional staff, is to prepare for the District Administrator's approval a plan for progress reporting that includes how:

- A. report cards will be prepared, reviewed, and then delivered to parents;
- B. parent conferences will be conducted both in terms of logistics and methods for involving the parent in any problem- solving and decision-making that may be needed;
- C. follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.

Included in the plan should be a mechanism for ensuring that any written communication to the parents is concise, accurate, understandable, in proper grammatical form, and correctly spelled.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	PARENT-TEACHER CONFERENCES
Number	ag5420b
Status	Proposed to Policy & Human Resources Committee

#### 5420B - PARENT-TEACHER CONFERENCES

The parent-teacher conference can play a significant role in the education of our students in three (3) important ways:

- A. providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student
- B. helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process
- C. building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

Each principal, in collaboration with the school staff should incorporate a parent-teacher conference plan as part of the educational plan that each building is to design and implement each year. Among the strategies contained in such a conference plan should be:

- A. creating an environment in which the interaction with parents is based on a partnership mind-set;
- B. it is encouraged that staff beginning an open-house or initial conference with a clear, concise description for each academic area of:
  - 1. what the desired learning outcomes are for the year;
  - 2. why it is important that the student both acquires and then applies those learnings;
  - 3. what learning processes and strategies the student will need to be able to use to achieve such outcomes;
  - 4. what techniques, strategies, and other actions the teacher will be using to help the student achieve the outcomes;
- C. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;

The plan should also provide for communication to staff and parents regarding the time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held.

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Section 5000 Students  
Title RECOGNITION OF STUDENT ACHIEVEMENT  
Number ag5451a  
Status Proposed to Policy & Human Resources Committee

**5451A - RECOGNITION OF STUDENT ACHIEVEMENT**

**Honor Rolls**

The Junior and Senior high school shall establish an honor roll to publicly recognize high academic achievement. Standards for selection to the honor roll and procedures for computation of averages are the responsibility of the building principal and should be developed so the same criteria and standards are used throughout the District.

The honor roll lists are to be published in school and community newspapers when possible.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ATHLETIC AWARD REQUIREMENTS
Number	ag5451b
Status	Proposed to Policy & Human Resources Committee

#### 5451B - **ATHLETIC AWARD REQUIREMENTS**

The requirements for Athletic Awards are to be developed by each head coach and submitted to the Athletic Director for review and approval.

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Book AG 1st Draft Clean  
Section 5000 Students  
Title STUDENT TRANSFER FROM NONACCREDITED SCHOOLS  
Number ag5463  
Status Proposed to Policy & Human Resources Committee

#### 5463 - **STUDENT TRANSFER FROM NONACCREDITED SCHOOLS**

Whenever a student seeks to transfer into the District from a non-accredited school such as a homeschool the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

- A. Identify the grade level that the student's age would indicate is the likely grade placement.
- B. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the nonaccredited school.
- C. If no prior assessment data is available, identify which tests (standardized or District-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement.
- D. If the assessment so indicates, assign the student to the grade or course level suggested at the first step (with or without special assistance).
- E. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.
- F. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT CODE OF CLASSROOM CONDUCT
Number	ag5500
Status	Proposed to Policy & Human Resources Committee

## 5500 - **STUDENT CODE OF CLASSROOM CONDUCT**

### **Introduction**

The District is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, the administration, and their classroom teachers.

To ensure adherence to these expectations and principles, the Board of Education has adopted this Student Code of Classroom Conduct, which applies to all students. The Code of Classroom Conduct was developed in consultation with a committee of School District residents consisting of parents, students, members of the Board, school administrators, teachers, pupil services professionals, and other residents of the District appointed to the committee by the Board.

The Code of Classroom Conduct will be reviewed annually by the Board.

### **Grounds for Removal of a Student From Class**

Generally, standards for student conduct throughout the schools of the District should be the same. However, each school is expected to specify particular rules and procedures suited to the specific needs of the school.

Disturbances that interrupt the learning process cannot be permitted by any teacher. A rule of reason, restraint, and understanding applied to any difficult situation will go furthest in resolving such matters. However, there may be circumstances that are most effectively addressed by removing a student from class. Removal may serve many purposes. Removing a student from class may eliminate disruption and give the student time to consider the wisdom of his/her actions. Addressing inappropriate behavior by removing a student from class may also avoid imposing more substantial disciplinary measures such as suspension or expulsion.

A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time within the discretion of the building Principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the District from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

- A. would result in suspension or expulsion under the Board's policies and procedures;
- B. violates the behavioral rules and expectations in the Student Handbook;
- C. is dangerous, disruptive or unruly;

Such behavior includes, but is not limited to the following:

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom.

2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy.
3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.
4. Arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
6. Pushing, striking, or other inappropriate physical contact with a student or staff member.
7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
9. Restricting another person's freedom to properly utilize classroom facilities or equipment.
10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
11. Throwing objects in the classroom.
12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking.
13. Behavior that causes the teacher or other students fear of physical or psychological harm.
14. Willful damage to or theft of school property or the property of others.
15. Repeated use of profanity.

D. interferes with the ability of the teacher to teach effectively;

Such conduct includes, but is not limited to, the following:

1. Repeatedly reporting to class without bringing necessary materials to participate in class activities.
2. Possession of personal property prohibited by school rules or otherwise disruptive to the teaching and learning of others.

E. shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior;

F. is inconsistent with class decorum and the ability of others to learn.

Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

### **Procedure For Student Removal From Class**

When a student is removed from class, the teacher shall send or escort the student to the Principal (or his/her designee) and inform the Principal of the reason for the student's removal from class. The teacher shall provide the Principal with a written explanation of the reasons for removal of the student within twenty-four (24) hours of the student's removal from class.

The Principal should give the student an opportunity to briefly explain the situation. The Principal shall then determine the appropriate educational placement for the student.

### **Student Placement**

The Principal shall place the student, who has been removed from a class by a teacher, in one (1) of the following alternative educational settings:

- A. an alternative education program approved by the Board under State law;
- B. another instructional setting, time-out, in-school suspension or out-of-school suspension; or
- C. the class from which the student was removed if, after weighing the interests of the student, the other students in the class, and the teacher, the Principal determines that readmission to the class is the best or only alternative.

When making the placement decision, the Principal should consider all relevant factors including, but not limited to, the following:

- A. the reason the student was removed from class;
- B. the severity of the offense;
- C. the type of placement options available;
- D. the estimated length of the placement;
- E. the student's individual needs and interests;
- F. the student's previous behavior in class (repeat offenders); and
- G. the relationship of the placement to other disciplinary actions such as suspension or expulsion.

The Principal may consult with other school personnel and the student's parents as deemed necessary when making or evaluating the placement decision. All placement decisions shall be made consistent with Board policies and procedures.

### **Parent Notification Procedures**

The Principal shall provide the parent of a student removed from class with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the Principal. If the removal from class and change of educational placement involves a student with a disability, the parent notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action up to and including suspension or expulsion, for the particular classroom conduct and/or other disciplinary incidents, the parent shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Recordkeeping**

A record of a student's misconduct as well as disciplinary actions, suspensions and expulsions are to be made a part of the student's permanent record.

### **Students With Disabilities**

A student with a disability under the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act, and Section 115.758, Wis. Stats. may be removed from class and placed in an alternative educational setting only to the extent authorized under law. Where this Administrative Guideline conflicts with State or Federal law, the law shall govern.

### **Definitions**

"Student" means any student enrolled in the District, an exchange student, or a student visitor to the District's schools.

"Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that s/he hold that license or permit.

"Class" or "classroom" means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled District-sponsored extra-curricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

### **Non-Discrimination**

The District will not discriminate in standards and rules of behavior, or disciplinary measures, including suspension and expulsion, on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law (hereinafter referred to as "Protected Characteristics").

### **Parental and Student Notification**

The District shall provide students and parents with a copy of the Student Code of Classroom Conduct at the beginning of each school year.

Legal

Section 504 of the Rehabilitation Act

Sec. 120.13, Wis. Stats.

Sec. 118.164, Wis. Stats.

Sec. 118.13, Wis. Stats.

The Individuals With Disabilities Education Act

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Book	AG 1st Draft Clean
Section	5000 Students
Title	DRESS AND GROOMING
Number	ag5511
Status	Proposed to Policy & Human Resources Committee

#### 5511 - **DRESS AND GROOMING**

Each principal, in consultation with his/her staff, shall develop a dress code which complies with Board of Education Policy 5511. The code should delineate what types of clothing or manner of clothing does not comply with Board policy.

It is essential that any such restriction on students also applies to central office administrators, building administrators, and all professional staff so that District leadership of students is by example.

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Section 5000 Students  
Title CARE OF PROPERTY  
Number ag5513  
Status Proposed to Policy & Human Resources Committee

#### 5513 - **CARE OF PROPERTY**

The following guidelines shall be followed to ensure proper implementation of Board of Education policy.

##### **A. Furniture and Equipment**

1. Furniture or equipment is not to be moved from its assigned location without the permission of the principal. If furniture or equipment is moved, with approval, it must be added to the appropriate room or school inventory.
2. Students shall operate school equipment only when authorized by the principal or supervising staff member and only if the student has been properly trained in both the operating and safety procedures associated with the equipment.

B. The District is not responsible and cannot obtain insurance to cover such property.

##### **C. Textbooks**

Teachers shall keep a written account of all textbooks issued to students. The accounting shall include the following:

1. name and number of book
2. condition
3. student's name

When textbooks are returned at the end of the school year, they shall be checked against the record.

Parents and adult students shall be liable for any damages to or loss of school property caused by the student.

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Section	5000 Students
Title	USE OF MOTOR VEHICLES
Number	ag5514.01
Status	Proposed to Policy & Human Resources Committee

#### 5514.01 - **USE OF MOTOR VEHICLES**

A detailed description of the rights and responsibilities concerning student use of motor vehicles should be contained in the high school student handbook.

The following guidelines should be followed before a student is allowed to drive and/or park on school grounds:

- A. Students shall complete the Parking Permit Form
- B. Parking on school grounds, if approved, is a privilege. If abused in any way, it may be revoked at any time.
- C. When transportation is provided through the District, participating students shall not drive to school-sponsored activities.
  - 1. unless written permission is granted by their parents and approved by the principal.
  - 2. No other students are allowed to be driven to a school-sponsored activity by the approved student driver.
- D. Parking lot speed limit is 5 mph.
- E. STUDENT Parking Lot Permit: \$10.00 A new car/truck permit is required every year. It must be displayed behind the rear view mirror. Police patrol the parking lot. Students failing to display their parking permit will be fined.  
  
Snowmobile Permit: \$5.00 A new snowmobile permit is required every year. It must be displayed on the side of the snowmobile visible for the police to see. There will be a fine for student not displaying the snowmobile permit.
- F. If a student's permit is suspended, no fees will be refunded. Failure to comply with these administrative guidelines will result in loss of privileges and/or disciplinary actions for the student.

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Section 5000 Students  
Title OPERATION OF VEHICLES ON SCHOOL PROPERTY  
Number ag5515  
Status Proposed to Policy & Human Resources Committee

#### 5515 - OPERATION OF VEHICLES ON SCHOOL PROPERTY

The Motor Vehicle Code and the following guidelines apply to anyone who drives a vehicle onto District property.

- A. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any natural areas of District property.
- B. The speed limit on District property is 5 mph.
- C. In the event a vehicle is found to be parked or used improperly, the District may take one or more of the following actions:
  - 1. Prohibit the person from driving on District property.
  - 2. Invoke disciplinary procedures as described in a Parent/Student Handbook.
  - 3. Seek the assistance of law enforcement.
- D. The District shall not be responsible for any vehicle or items in a vehicle that are lost, stolen, or damaged as a result of being on District property.

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Section 5000 Students  
Title BULLYING  
Number ag5517.01  
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5517.01 - **BULLYING**

The following procedures shall be used for reporting, investigating and resolving complaints of bullying.

**Complaint Procedures**

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

Any employee who has knowledge of conduct in violation of Policy 5517.01 is required to immediately report his/her concerns.

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

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

Step I

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

Step II

The administrator/Board official receiving the complaint shall conduct a prompt investigation. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made. All information provided shall be provided consistent with student record and staff personnel file confidentiality as required by law (See Policy 8330 and Policy 8350).

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, shall be forwarded to the District Administrator.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the school board attorney who shall conduct a prompt investigation. The school board attorney is authorized to designate an outside third party to conduct the investigation. The school board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident and the statement of the findings of the investigation, shall be included in the personnel file, consistent with Policy 8320.

If the complaint is affirmed and it is determined that the matter is not only an instance of bullying, but would also be harassment as described in Policy 5517, then the complainant will be advised of his/her right to pursue the matter with the Office of Civil Rights.

### Step III

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

If the complainant who has filed a complaint of bullying against the District Administrator or a member of the Board is not satisfied with the decision at Step II, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. If the complaint is against a member of the Board, that member shall recuse himself/herself from participation in the hearing, as a member of the Board, but may present information to the Board hearing on the matter. The Board shall provide a written decision to the complainant within ten (10) work days following completion of the hearing

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

### **Retaliation/False Charges**

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

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Legal

118.46 Wis. Stats.

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 Section 5000 Students  
 Title SYMPTOMS OF OVERDOSE WITH DRUGS  
 Number ag5530  
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**5530 - SYMPTOMS OF OVERDOSE WITH DRUGS**

The descriptions listed below may be useful in detecting drug use through observation of student behavior and physical/mental condition.

**INHALANTS**

**Effects**

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	Street Names	Appearances	How Used
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray can Small 8-gram metal cylinder sold with a balloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants gasoline, glue, paint thinner	Vapors inhaled

**CANNABIS**

**Effects**

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial decrease in the heart rate, bloodshot eyes, dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination such as driving a car. Research also shows that students do not retain knowledge when they are "high". Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependency and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	Street Name	Appearance	How Used
Marijuana	Pot	Dried Parsley mixed with	Eaten
	Grass	stems that may include seeds	Smoked
	Weed		
	Reefer		
	Dope		
	Mary Jane		
	Sinsemilla		
Tetrahydro-THC cannabinol	Acapulco Gold		
	Thai Sticks		
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-mixed with tobacco

## STIMULANT: COCAINE

### Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten (10) seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizure.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Type	Street Name	Appearance	How Used
Cocaine	Coke		
	Snow		
	Flake		
	White	White Crystalline powder, often diluted with other ingredients	Inhaled through nasal passages
	Blow		Injected
	Nose Candy		Smoked
	Big C		
Crack or Cocaine	Snow Birds		
	Lady		
	Crack	Light brown or beige pellets -or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked

## OTHER STIMULANTS

### Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

Type	Street Names	Appearance	How Used
Amphetamines	Speed	Capsules	Taken orally
	Uppers	Pills	Injected
	Ups	Tablets	Inhaled through nasal passages
	Black Beauties		



	Pep Pills		
	Copilots		
	Bumblebees		
	Hearts		
	Benzedrine		
	Dexedrine		
	Footballs		
	Biphetamine		
Methamphet- amines	Crank	White powder	Taken orally
	Crystal Meth	Pills	Injected
	Crystal	A rock which resembles a	Inhaled through
	Methedrine	block of paraffin	nasal passages
Additional Stimulants	Speed		
	Ritalin	Pills	Taken orally
	Cylert	Capsules	Injected
	Preludin	Tablets	
	Didres		
	Pre-State		
	Voranil		
	Tenuate		
	Tepanil		
	Pondimin		
	Sandres		
	Plegine		
	Ionamin		

## DEPRESSANTS

### Effects

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	Street Name	Appearance	How Used
Barbiturates	Downers	Red, yellow, blue, or red and blue	Taken orally
	Barbs		
	Blue Devils		
	Red Devils		
	Yellow Jackets		
	Yellows		
	Nembutal		
	Seconal		
	Amytal		
	Tuinals		
Methaqualone	Quaaludes	Tablets	Taken Orally
	Ludes		
	Sopors		
Tranquilizers	Valium	Tablets Capsules	Taken orally
	Lubrium		
	Equanil		
	Miltown		
	Serax		
Tranzene			

## HALLUCINOGENS

### Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six (6) months to a year following prolonged daily use. Mood disorders - depression anxiety, and violent behavior - also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	Street Name	Appearance	How Used
Phencyclidine	PCP	Liquid	Taken Orally
	Angel Dust	Capsules	Injected
	Loveboat	White crystalline powder	Smoked-can be
	Lovely	Pills	Sprayed on
	Hog Killer Weed		cigarettes parsley, and marijuana
Lysergic Acid	LSD	Brightly colored tablets	Taken orally
Diethylamide	Acid	Impregnated blotter paper	Licked off paper
		Thin squares of gelatine	Gelatine and
	Dragon	Green or Red	liquid can be
	White	Clear liquid	put in the eyes
	Lightning		
Mescaline and Peyote	Mesc	Hard brown discs	Discs; chewed,
	Buttons	Tablets	swallowed, or
	Cactus	Capsules	smoked Tablets and capsules taken orally

## NARCOTICS

### Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	Street Name	Appearance	How Used
Heroin	Smack	Powder, white to dark brown,	Injected
	Horse	Tar-like substance	Inhaled through
	Brown Sugar		nasal passages
	Junk		
	Mud		
	Big H		
Methadone	Black Tar		
	Dolophine	SolutiIn	Taken orally
	Methadone		Injected
Codeine	Amidone		
	Empirine, Compound	Dark liquid varying in	Taken orally
	with codine	thickness	Injected
	Tylenol with Codeine	Capsules	
Morphine	Cough medicines with codeine		
	Codeine		
	Pectoral Syrup	White crystals	Injected
		Hypodermic tablets	Taken orally
		Injectable solutions	Smoked

Meperidine	Pethidine	White powder	Taken orally
	Demorol Solution	Tablets	Injected
	Mepergan		
Opium	Paregoric	Dark brown chunks	Smoked
	Dover's Powder	Powder	Eaten
	Parepectolia		
Other Narcotics	Percocet	Tablets	Taken orally
	Percodan	Capsules	Injected
	Tussionex	Liquid	
	Fentanyl		
	Darvon		
	Talwin Lomotil		

## DESIGNER DRUGS

### Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotics analogs can cause symptoms such as those seen in Parkinson's disease - uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Type	Street Names	Appearance	How Used			
Analog of Fentanyl (narcotic)	Synthetic Heroin	White powder resembling heroin	Inhaled through nasal passages Injected			
	China White					
Analog of Meperidine (narcotic)	Synthetic Heroin	White Powder	Inhaled through nasal passages			
	MPTP (New Heroin)					
	MPPP PEAP					
Analog of Amphetamines and Methamphetamines (hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence)	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages			
	MDM					
	STP					
	PMA					
	2.5-DMA					
	TMA					
	DOM					
	DOB					
	Analog of Phencyclidine (PCP) (hallucinogens)			PCP	White powder	Taken orally Injected Smoked
				PCE		
TCP						

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Section	5000 Students
Title	RELATIONSHIP WITH GOVERNMENTAL AGENCIES
Number	ag5540
Status	Proposed to Policy & Human Resources Committee

#### 5540 - **RELATIONSHIP WITH GOVERNMENTAL AGENCIES**

On occasion, principals will need police assistance but should avoid unnecessary and inappropriate police involvement. They are expected to be proactive in calling the police when necessary, and not to leave the decision to the discretion of other staff members, except by delegation in their temporary absence. The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The District Administrator should be advised of any such situation as soon as feasible.

- A. refusal of a person to leave school property after being requested to do so by the appropriate school authority
- B. willful destruction of school property--particularly if the District is likely to seek restitution
- C. theft--particularly if items are of value and insurance claims will be filed
- D. obvious crime
- E. arson
- F. assaults or serious fighting--if not controlled or if serious injury results
- G. forgery--if assistance is needed in determining whether it is forgery
- H. possession of a dangerous weapon
- I. possession of alcohol or drugs
- J. sale or distribution of controlled substances
- K. blackmail, threatening, or extortion of students or staff members
- L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.
- M. illegal or inappropriate operation of a motor vehicle
- N. child abuse or molestation
- O. mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result
- P. setting off firecrackers, pulling fire alarms and similar mischief (discretionary, but advised if reoccurring or the situation is getting out of hand)
- Q. a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

#### **Interview Procedures**

School officials stand **in loco parentis** (in place of the parent) in respect to the child. This will require the administrator to divorce himself/herself from his/her role of enforcer of discipline in the school, a very difficult task, but one that needs to be performed.

- A. All attempts to notify the parents should be diligently documented.
- B. Police and other authorities should investigate alleged law violations off of school property if at all possible. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.

- C. When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students, access will be granted consistent with Policy 5540 or Policy 5540.01.
- D. If the principal concurs that the questioning is appropriate, s/he will send for the student, move him/her to an unoccupied room and, if appropriate and a parent is not present, remain in the room during the questioning. If the situation involves suspected child abuse or an emergency requiring prompt action, notification of parents will be determined by the investigator (see also the investigation procedure in AG 8462 – Student Abuse).
- E. Should a student be taken into custody or removed from the school premises by the police, the principal must make every effort to notify the student's parents at the earliest possible moment of the removal.

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#### 5600A - **STUDENT DISCIPLINE**

##### **Guidelines for District and Building Administrators**

The administration shall take a shared role in the establishment and maintenance of appropriate discipline in the school and in the enforcement of appropriate student conduct in accordance with the following guidelines.

Each principal should:

- A. Annually review the behavioral expectations and corresponding consequences;
- B. in concert with teachers, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;
- C. provide for supervision for all school-sponsored activities;

A copy of the behavioral expectations and consequences should be sent to the District Administrator for review and approval.

##### **Guidelines for Teachers**

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.
- B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information can lead to boredom and indifference - a seedbed for discipline problems.
- C. Help set the tone for good discipline by modeling the behaviors expected of students.
- D. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- E. Initiate parental contact where appropriate and necessary.
- F. Support District and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.

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## 5605 - **DISCIPLINING STUDENTS WITH DISABILITIES**

When the behavior of a student is eligible under the IDEA is such so as to justify serious disciplinary action, school personnel may consider any unique circumstances, on a case-by-case basis, when determining whether to order a change in placement for a student with a disability who violates a code of student conduct. When a student violates the school's code of conduct, the school must consider whether the disciplinary removal will result in a change in placement. Generally, a student may be subject to in-school or out- of-school suspension for a cumulative total of ten (10) school days in any one (1) school year without resulting in a change of placement and without having to provide services during the suspension. Federal law permits a suspension of ten (10) consecutive school days for one (1) incident. However, Wisconsin law only allows for a five (5) consecutive school day suspension, which may be extended an additional ten (10) school days if a notice of expulsion hearing has been sent to the student and the parents. If the disciplinary removal is for more than ten (10) consecutive school days, or otherwise results in a change of educational placement, the School District must conduct a manifestation review, as discussed below.

Under certain circumstances, the student may be unilaterally placed in an Interim Alternative Education Placement, for possession of a weapon or illegal drugs at school, or for inflicting serious bodily harm on another while at school. The third form of disciplinary action is expulsion from school. Each will be dealt with in the following guidelines.

### **Short-Term Removals/Suspensions**

The Principal may remove a student from his/her current placement for short-term periods not to exceed five (5) consecutive school days, or ten (10) consecutive school days if a notice of expulsion is sent (see "expulsion" below), for one (1) incident during the school year. If the total cumulative school days exceeds ten (10) days during a school year, services must be provided. Such short-term suspensions from a program are not considered a change in educational placement unless they produce a pattern, and generally the procedural safeguards associated with the change of placement are not required. The local educational agency (LEA) representative, however, should stay alert to the possible need to convene a student's IEP Team to review the appropriateness of the current IEP and its implementation and to determine whether or not the behavior and its frequency creates the need for, or review of, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) (see below). An FBA and BIP should be used proactively to address behavior concerns prior to discipline; this policy addresses the required use of a FBA or BIP in the context of discipline.

### **Interim Alternative Educational Placement**

A student may be placed in an Interim Alternative Educational Setting (IAES) under one of the following conditions:

- A. An IAES has been made a part of the student's IEP.
- B. The student has been found to possess or carry a weapon, or possess or use illegal drugs, or sell or solicit the sale of a controlled substance, or inflict serious bodily injury upon another person while at school, on school premises or at a school function (see below).

The District LEA may unilaterally place a student in an IAES for forty-five (45) school days, regardless of whether the behavior was a manifestation of the student's disability, if the student is found to have engaged in any of the conduct listed in paragraph B, above. For the purposes of paragraph B, the following definition shall apply:

1. The definition of "weapon" is as follows: A weapon, device, instrument, material, or substance animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half (2 1/2) inches long.
2. The definition of "serious bodily injury" is as follows: The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

3. The definition of "controlled substance" is as follows: The term "controlled substance" means a drug or other substance identified under schedule I, II, III, IV or V in Section 812(c) of Title 21 of the U.S. Code.
4. The definition of illegal drug is as follows: The term "illegal drug" means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

The IEP Team should determine the IAES and it should be a more restrictive placement in which the IEP goals may be served. On the day a student is placed in an IAES for violation of the weapon or drug provision, the LEA representative shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards to which they are entitled (use the procedural safeguards produced by the Department of Public Instruction).

If the student engages in conduct which will result in a change in placement to an IAES (including a unilateral forty-five (45) school day placement under paragraph B), the student's IEP Team must be convened no later than ten (10) school days after the decision to change the student's placement to conduct a manifestation determination (see below).

If the parents appeal a student's placement in an IAES under this section, the student shall remain in the IAES placement pending the decision of a hearing officer or until the expiration of the forty-five (45) school day placement, whichever occurs first, unless the parents and the LEA agree otherwise.

- C. The student is considered to be dangerous to himself/herself and/or others as determined by an independent hearing officer through an expedited due process hearing. The IEP Team may, however, choose to go directly to circuit court to obtain authority to remove a student to an IAES without involving a hearing officer.

If the LEA believes that maintaining the current placement of a student is substantially likely to result in injury to the student or to others, the LEA may request a hearing to initiate a change in placement. If the hearing officer finds that maintaining the current placement of a student is substantially likely to result in injury to the student or to others, the hearing officer may order a change in placement to an appropriate IAES for forty- five (45) school days.

In requesting an expedited hearing under this section, the LEA representative will provide the hearing officer with sufficient data for him/her to determine that :

1. the school has demonstrated that keeping the student in the current placement would prove substantially likely to result in injury to the student or to others;
2. the current placement is appropriate;
3. the school has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services;
4. the IAES meets the following requirements:
  - a. it has been designed by the student's IEP Team
  - b. it will enable the student to continue to participate in the general curriculum, although in another setting, and continue to receive the related services and modifications in the student's IEP that are designed to enable him/her to meet the IEP goals
  - c. it includes services and modifications designed to address the behavior which caused the request for the IAES or any other behavior that results in the student being removed from his/her educational placement

The services and modifications must be so designed as to prevent the behavior from recurring.

If the student has been placed in an IAES by a hearing officer because of danger to the student or others, the student is to continue in that placement pending the outcome of any appeal hearing or the expiration of the forty-five (45) school days, whichever happens first. If the forty-five (45) school day placement expires prior to a decision by the hearing officer concerning the causal relationship dispute, the school may ask for an expedited hearing in order to determine whether the student should continue in another forty-five (45) school day interim alternative educational placement. The school cannot unilaterally lengthen a forty-five (45) school day placement.

Should the student's behavior be so serious that the IEP Team believes that the student cannot continue to be educated in a public school setting, and the parents agree, a forty-five (45) school day IAES may be used to determine if other services within the community or in a residential setting could appropriately address his/her needs.

## **Expulsion**



If the District recommends that the student should be expelled from school, the parents and student are to be notified in writing of the request for an expulsion hearing, accompanied by a notice of parental rights, which delineates all of the rights and procedural safeguards to which the parents and students have access in connection with an expulsion. Within ten (10) school days following the decision to seek expulsion, the IEP Team is to convene to conduct a manifestation determination to determine if the misconduct is related to the student's disability (see below).

### **Manifestation Determination**

Whenever the School District contemplates changing the placement of a student with a disability because of a violation of the code of student conduct, the LEA must determine whether the conduct subject to discipline is a manifestation of the student's disability. Within ten (10) school days of any decision to change the placement, the LEA, the parents, and relevant members of the IEP Team (as determined by the parents and the LEA) shall review the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- A. if the conduct or multiple separate incidents of conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- B. if the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the LEA, the parents and the relevant members of the IEP Team determine that either of the above statements are applicable for the student, the conduct shall be determined to be a manifestation of the student's disability. If it is determined that the conduct was a manifestation of the student's disability, then the IEP Team shall:

- A. conduct an FBA and implement a BIP (see below), provided that the LEA has not conducted such an assessment prior to the behavior that resulted in change in placement.
- B. if a BIP has previously been developed, the LEA will review the BIP and modify it as necessary to address the behavior.

The student must be returned to the placement from which the student was removed, unless the student is subject to a forty-five (45) school day placement in an IAES for possession of a weapon, or possession or use of illegal drugs, or sale or solicitation of a controlled substance, or for inflicting serious bodily injury upon another person while at school, on school premises or at a school function.

If the IEP Team determines that the behavior is not a manifestation of the student's disability, the school may apply disciplinary procedures to the same extent that it applies to the student's nondisabled peers. The IEP Team is to ensure that a copy of the student's special education records and disciplinary records are forwarded to the Board of Education for their consideration in the expulsion hearing. If the parents appeal the manifestation determination, placement, pending appeal, is the disciplinary placement as determined by the District.

If the student is expelled, the District has a continuing responsibility for providing alternative educational service to the student. The IEP Team shall consider the nature and extent of educational services to be provided in order to make available a free and appropriate education (FAPE) to the student.

### **FBA and BIP**

If it is determined that the conduct of a student with a disability was a manifestation of the student's disability, then the IEP Team will either conduct an FBA and implement a BIP, or review the existing BIP.

The FBA should include:

- A. the specific behavior(s) of concern, including the intensity, frequency, and duration;
- B. the setting where the behavior usually occurs, e.g., cafeteria, transition periods, bus, regular classroom, etc.;
- C. the circumstances antecedent to the behavior;
- D. the consequences of the behavior;
- E. conditions that may impact the behavior, e.g., medications, diet, schedule, etc.;
- F. the apparent purpose of the behavior;
- G. modifications/interventions attempted to change the behavior; and
- H. behaviors that would serve as functional alternatives to the target behavior.

In addition, a BIP may need to be developed by the IEP Team and made a part of the student's IEP.

The BIP should clearly describe the target behavior(s) and the appropriate behavior that is sought, the positive reinforcements that will be used to modify the target behavior, and the progressive consequence that will be invoked if the target behavior does not change. The plan should address methods such as time-out, safe-haven, and more restrictive placements from the regular classroom when conditions warrant, etc., all of which focus on remediating or improving a student's behavior rather than on disciplining behavior. The plan should also describe

who will be involved in the intervention (classroom teacher, aide, specialists), their respective roles and responsibilities, and how data will be collected to assess the effectiveness of the intervention.

### **SUSPENSION\* OR REMOVAL TO ALTERNATIVE EDUCATIONAL SETTING\*\***

No further discipline contemplated and removal is for ten (10) school days or less (strong encouragement to review and address behavior and the IEP if necessary).

Further discipline contemplated within ten (10) school days of suspension or removal.

In the cases of removal to alternative educational setting for more than ten (10) school days, the LEA, the parents and relevant members of the IEP Team must also consider causal relationship (manifestation determination).<sup>\*</sup> If the LEA, the parents, and relevant members of the IEP Team determine that the conduct subject to discipline was a manifestation of the student's disability, then the LEA must convene an IEP Team to develop/review the functional behavior assessment plan (FBA) and appropriate behavior interventions (BIP).

\* Suspensions of ten (10) school days or less, accumulating to no more than ten (10) school days per school year may be unilaterally levied by the school.

\*\* Removal to an alternative educational setting for a maximum of forty-five (45) school days unilaterally if the student brings a weapon to school or to a school function, or knowingly possesses or uses illegal drugs, or sells, or solicits the sale of a controlled substance while at school or at a school function, or inflicts serious bodily harm on another while at school or at a school function.

### **CAUSAL RELATIONSHIP MANIFESTATION DETERMINATION\***

Student violates code of conduct

School decides to request expulsion or change to interim alternative educational placement for more than ten (10) school days

Same day

School notifies parents of decision and procedural safeguards

Within ten (10) school days

The LEA, parents and relevant members of the IEP Team must consider and determine causal relationship between the student's disability and the conduct subject to discipline.

Manifestation determination:

1. review the student's file (including relevant information from parents);
2. observations of the student;
3. student's IEP and placement;
4. whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability;
5. whether the conduct in question was the direct result of the LEA's failure to implement the IEP.

\* This determination may be made at the same IEP Team meeting where the functional behavioral assessment and behavior plan are discussed.

### **Causal Relationship**

Causal relationship exists if the IEP Team answers "yes" to #4, or #5. If there is a causal relationship, then the IEP Team must conduct a FBA and BIP (if no FBA/BIP exists), or review the existing BIP and modify it as necessary to address the behavior; and return the student to the placement from which s/he was removed (unless the student is subject to a unilateral forty-five (45) school days placement).

### **No Causal Relationship**

Follow school's expulsion procedures (see AG 5610). Send special education records and disciplinary records to be considered in expulsion hearing.

Parents file request for due process hearing. (If the student has been placed in an interim educational placement for weapons, drugs, or for inflicting serious bodily harm on another, the student remains there unless the forty-five (45) school day period expires.)

Hearing officer reviews the causal relationship decision (according to above criteria).

### **Change in Placement By Hearing Officer of a Student Who Is Dangerous**

Hearing officer may assign student to an appropriate interim alternative educational setting for not more than forty-five (45) school days IF the school can demonstrate by substantial evidence:

- A. current placement is substantially likely to result in injury to self/others;
- B. appropriateness of current placement;
- C. school has made reasonable efforts to minimize risk of harm in current placement, including the use of supplementary aids and services; and
- D. interim alternative educational setting is:
  - 1. determined by the IEP Team;
  - 2. will enable the student to continue to participate in the general curriculum (although in another setting)  
  
and  
  
continue to receive services and modifications to enable student to meet IEP goals;
  - 3. will include services and modifications designed to address behavior so that it does not re-occur.

The hearing is an expedited procedure.

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#### 5605A - **DISCIPLINING A STUDENT WITH A 504 PLAN**

If a student disabled under Section 504 violates the Code of Conduct and is subject to suspension of more than ten (10) days and has been provided notice of expulsion, a meeting of the student's 504 Team will be convened to determine whether or not there is a causal relationship between the behavior and the disability. A causal relationship exists when the conduct in question is caused by or has a direct and substantial relationship to the child's disability.

When a student with a Section 504 plan is suspended for more than ten (10) non-consecutive days in a school year, the District will determine whether the series of removals is a pattern of removal and, therefore, a significant change of placement requiring a review of the relationship between the conduct and the student's disability. In determining whether a series of suspensions each shorter than ten (10) days has resulted in the aggregate in a pattern of removal (and, therefore, a significant change of placement), the District will consider whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in removals, the length of each removal, the proximity in time of the removals to one another, and the total amount of time the child is excluded from school. The District will make this determination on a case-by-case basis, and will notify the parents of their right to challenge the determination through an impartial due process hearing that conforms with the procedural requirements of 34 C.F.R. 104.36.

Prior to such a meeting, the School Counselor shall ensure that a recent evaluation (not more than one (1) year old) is available for use by the Team to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

If the 504 Team determines that there is no causal relationship between the behavior and the disability, the disabled student may be suspended or expelled using the procedure described in AG 5610 - Suspension/Expulsion of Nondisabled Students.

If the 504 Team establishes a causal relationship between the behavior and the disability, then the student may not be suspended for more than ten (10) days in a school year and may not be expelled.

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

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## 5610 - **SUSPENSION AND EXPULSION**

The following administrative guideline deals with suspending and expelling students.

### **A. Suspension**

#### **1. Duration and Grounds for Suspension**

The District Administrator or any principal or administrative designee may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days (refer to AG 2461A if the student is eligible for special education services under Chapter 115, Wis. Stats.) if the suspension is reasonably justified and based upon any of the following misconduct:

- a. noncompliance with school rules or School Board rules
- b. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives
- c. conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others
- d. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority
- e. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or Board member of the District in which the student is enrolled

Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator or any principal or administrative designee shall suspend a student if the student possessed a firearm as defined in 18 U.S.C. 921(a)(3) while at school or while under the supervision of a school authority.

The suspension period applies to "school days." Thus, a suspension period does not include weekend days or vacation days.

#### **2. Suspension Procedure**

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student must be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain his/her conduct.

The principal, within his/her discretion, may also inform the student's parents of the reason for the proposed suspension prior to suspending the student.

#### **3. Notice of Suspension**

The parent of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student's

parent however, it must be confirmed in writing.

#### 4. **Sending a Student Home on the Day of the Suspension**

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below, if the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student's parent to request that s/he pick up the student. If the parent is unable to pick up the student, the student should remain under the school's supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

#### 5. **Opportunity to Complete School Work**

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

#### 6. **Reference to the Suspension in the Student's Record**

The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

The suspended student or the student's parent may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or his/her designee, who shall be someone other than a principal, administrator, or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- a. the student was suspended unfairly or unjustly;
- b. the suspension was inappropriate, given the nature of the alleged offense; or
- c. the student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, shall make his/her finding within fifteen (15) days of the conference.

#### 7. **Co-Curricular or Extra-Curricular**

A student's participation in co-curricular or extra-curricular activities during a suspension shall also be suspended~~be determined on a case-by-case basis.~~

### **B. Expulsion**

#### 1. **Grounds for Expulsion**

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- a. repeatedly refused or neglected to obey the rules established by the School District;
- b. knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health, or safety of others;
- d. engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or
- e. was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

## 2. Expulsion for Bringing a Firearm to School or for Possessing a Firearm at School

The Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a)(3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

## 3. Expulsion Hearing

Prior to expelling a student, the Board shall provide the student with a hearing.

### a. Notice of the Hearing

Prior written notice of the expulsion hearing must be sent separately both to the student and his/her parent(s) if the student is a minor; otherwise just to the student.

The notice must be sent at least five (5) days prior to the date of hearing. In counting the number of days, the day the notice is sent is excluded.

The notice must include the following information:

1. the specific grounds upon which the expulsion proceeding is based, pursuant to State Statute
2. the particulars of the student's alleged conduct, including the approximate date and location of the conduct
3. the time and place of the hearing
4. that the Board will keep written minutes of the hearing
5. that the hearing may result in the student's expulsion
6. that the student's, or the student's parent if the student is a minor, have the right to request a closed hearing or the Board may choose to close the hearing under Wis. Stat. section 19.85(1)(f)
7. that the student and, if the student is a minor, the student's parent may be represented at the hearing by counsel
8. that the administration intends to present witnesses at the hearing with knowledge of the alleged conduct
9. that the parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate
10. that in considering whether to expel the student, and if so, for what period of time, the Board may also consider the student's complete disciplinary and academic records

These student records are available for the student and parent to review as outlined in Sec. 118.125, Wis. Stats.

11. if the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday
12. if the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent
13. if the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction
14. if the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision
15. the decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision
16. an appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located

17. the State statutes related to student expulsion are Secs. 119.25 and 120.13 (1), Wis. Stats.

b. Hearing Procedures

The procedures for the expulsion hearing shall be as follows:

1. The hearing shall be closed.
2. The student and, if the student is a minor, the student's parent may be represented at the hearing by counsel.
3. A quorum of the Board shall be present at the hearing.
4. The Board shall keep written minutes of the hearing.
5. The parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate.
6. The student should be advised of his/her rights and the procedures to be followed during the hearing.
7. The Administration's burden is to prove the allegations against the student by a preponderance of the evidence.

c. Expulsion Order

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state specific findings of fact and conclusions of law in support of the decision.

d. Post-Hearing Procedures

The following post-hearing procedures shall be followed:

1. If the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order separately to the student and his/her parent(s) if the student is a minor; otherwise just to the student.
2. If the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction.
3. If the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision.
4. The decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision.
5. An appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located.

**4. Alternative Expulsion Procedures**

a. The School Board may adopt a resolution, which is effective only during the school year in which it is adopted, authorizing any of the following to determine student expulsion from school under Section B(1) above instead of using the procedure described in Section B(3)(a) above:

1. an independent hearing panel appointed by the School Board;
2. an independent hearing officer appointed by the School Board.

b. During any school year in which such a resolution is effective, the independent hearing officer or independent hearing panel appointed by the School Board:

1. may expel a student from school whenever the hearing officer or panel finds that the student engaged in conduct that constitutes grounds for expulsion under Section B(1);
2. shall commence proceedings described in Section B(3)(a) and expel a student from school for not less than one (1) year whenever that hearing officer or panel finds that the student engaged in conduct that constitutes



grounds for expulsion under Section B(2). The School Board may modify this requirement on a case-by-case basis for an individual student.

c. Prior to expelling a student, the hearing officer or panel shall hold a hearing:

1. upon request of the student and, if the student is a minor, the student's parent; the hearing shall be closed;
2. the student and, if the student is a minor, the student's parent may be represented at hearing by counsel;
3. the hearing officer or panel shall keep a full record of the hearing;
4. the hearing officer or panel shall inform each party of the right to complete record of proceeding;
5. upon request, the hearing officer or panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to student and, if the student is a minor, the student's parent;
6. upon the ordering by the hearing officer or panel of the expulsion of a student, the School District shall mail a copy of the order to the School Board, the student and, if the student is a minor, the student's parent;
7. within thirty (30) days after the date on which the order is issued, the School Board shall review the expulsion order and shall, upon review, approve, reverse or modify the order;
8. the order of the hearing officer or panel shall be enforced while the School Board reviews the order;
9. the expelled student or, if the student is a minor, the student's parent may appeal the School Board's decision to the State Superintendent;
10. if the School Board's decision is appealed to the State Superintendent, within sixty (60) days after the date on which the State Superintendent receives the appeal, the State Superintendent shall review the decision and shall upon review, approve, reverse or modify the decision;
11. the decision of the School Board shall be enforced while the State Superintendent reviews the decision;
12. an appeal from the decision of the State Superintendent may be taken within thirty (30) days to the circuit court of the county in which the school is located.

d. Not less than five (5) days' written notice of the hearing shall be sent to the student and, if the student is a minor, separately to the student's parent. The notice shall state all of the following:

1. the specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based, pursuant to State Statute
2. the time and place of the hearing
3. that the hearing may result in the student's expulsion
4. that, upon request of the student and, if the student is a minor, the student's parent, the hearing shall be closed
5. that the student and, if the student is a minor, the student's parent may be represented at the hearing by counsel
6. that the hearing officer or panel shall keep a full record of the hearing and, upon request, the hearing officer or panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the student and, if the student is a minor, the student's parent
7. that if the hearing officer or panel orders the expulsion of the student, the School District shall mail a copy of the order to the School Board, the student and, if the student is a minor, to the student's parent
8. that within thirty (30) days of the issuance of an expulsion order the School Board shall review the order and shall, upon review, approve, reverse or modify the order
9. that, if the student is expelled by the hearing officer or panel, the order of the hearing officer or panel shall be enforced while the School Board reviews the order
10. that, if the student's expulsion is approved by the School Board, the expelled student or, if the student is a minor, the student's parent may appeal the School Board's decision to the Department of Public Instruction

11. that if the School Board's decision is appealed to the department, within sixty (60) days after the date on which the department receives the appeal, the department shall review the decision and shall, upon review, approve, reverse or modify the decision
12. that the decision of the School Board shall be enforced while the department reviews the School Board's decision
13. that an appeal from the decision of the department may be taken within thirty (30) days to the circuit court for the county in which the school is located
14. that the State Statutes related to student expulsion are Sections 119.25 and 120.13(1)

## 5. Student Records

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

## 6. Services During Expulsion

No school board is required to enroll a student during the term of his/her expulsion from another school district. Notwithstanding Sections 118.125 (2) and (4), if a student who has been expelled from one (1) school district seeks to enroll in another school district during the term of his/her expulsion upon request the school board of the former school district shall provide the school board of the latter school district with a copy of the expulsion findings and order, a written explanation of the reasons why the student was expelled and the length of the term of the expulsion.

## 7. Conditional Early Reinstatement

"Early reinstatement" means the reinstatement to school of an expelled student before the expiration of the term of expulsion specified in the student's expulsion order.

"Early reinstatement condition" means a condition that a student is required to meet before s/he may be granted early reinstatement or a condition that a student is required to meet after his/her early reinstatement but before the expiration of the term of expulsion specified in the student's expulsion order.

- a. A School Board, independent hearing panel, or independent hearing officer may specify one (1) or more early reinstatement conditions in the expulsion order. Early reinstatement conditions must be related to the reasons for the student's expulsion.

- b. Conditional Early Reinstatement Appeal Rights

If the expulsion order is issued by an independent hearing panel or independent hearing officer:

1. The student or the student's parent must be informed of their right to appeal the determination regarding whether an early reinstatement condition specified in the expulsion order is related to the reasons for the student's expulsion to the School Board. The appeal must be taken within fifteen (15) days of the issuance of the expulsion order by the independent hearing panel or officer.
2. The decision of a school board regarding that determination is final and not subject to appeal.

- c. Satisfaction of Early Reinstatement Conditions

The District Administrator or his/her designee, who shall be someone other than a principal, administrator or teacher in the student's school, has sole discretion to determine whether a student has met the early reinstatement conditions that s/he is required to meet before s/he may be granted early reinstatement.

1. If the District Administrator or designee determined the early reinstatement conditions have been met, s/he may grant the student early reinstatement.
2. The determination of the District Administrator or designee regarding satisfaction of early reinstatement conditions is final.

- d. Early Reinstatement Revocation

If a student violates an early reinstatement condition that the student was required to meet after his/her early reinstatement but before the expiration of the term of expulsion, the District Administrator or a principal or teacher designated by the District Administrator may revoke the student's early reinstatement.

## Revocation Process

Before revoking the student's early reinstatement, the District Administrator or his/her designee shall do all of the following:

1. advise the student of the reason for the proposed revocation, including the early reinstatement condition alleged to have been violated
2. provide the student an opportunity to present his/her explanation of the alleged violation
3. make a determination that the student violated the early reinstatement condition and that revocation of the student's early reinstatement is appropriate
4. if the District Administrator or designee revokes the student's early reinstatement, the district administrator or designee shall give prompt written notice of the revocation and the reason for the revocation, including the early reinstatement condition violated, to the student and, if the student is a minor, to the student's parent

### e. Term of Expulsion Following Revocation

If a student's early reinstatement is revoked the student's expulsion shall continue to the expiration of the term of the expulsion specified in the expulsion order unless the student or, if the student is a minor, the student's parent and the School Board, independent hearing panel or independent hearing officer agree, in writing, to modify the expulsion order.

### f. Revocation Decision Appeal Rights

Within five (5) school days after the revocation of a student's early reinstatement the student or, if the student is a minor, the student's parent may request a conference with the District Administrator or his/her designee, who shall be someone other than a principal, administrator or teacher in the student's school.

1. If a conference is requested, it shall be held within five (5) school days following the request.
2. If, after the conference, the District Administrator or his/her designee finds that the student did not violate an early reinstatement condition or that the revocation was inappropriate, the student shall be reinstated to school under the same reinstatement conditions as in the expulsion order and the early reinstatement revocation shall be expunged from the student's record.
3. If the District Administrator or his/her designee finds that the student violated an early reinstatement condition and that the revocation was appropriate, s/he shall issue a written decision and mail separate copies of the decision to the student and, if the student is a minor, to the parent.

The decision of the Administrator or his/her designee is final as to an appeal of the decision to revoke early reinstatement.

### C. Referral to Criminal Justice or Juvenile Delinquency System

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to the criminal justice or juvenile delinquency system.

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Legal  
119.25, Wis. Stats.  
120.13, Wis. Stats.  
18 U.S.C. 921(a)(3)  
20 U.S.C. 7151

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Book AG 1st Draft Clean  
Section 5000 Students  
Title STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION  
Number ag5610a  
Status Proposed to Policy & Human Resources Committee

**5610A - STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION**

School requests expulsion.

Student claims disability (not previously identified) and that school had knowledge of said disability.

School deemed to have knowledge if:

- A. parent has expressed concern in writing (unless the parent is illiterate in English or has disability that prevents a written statement) to school personnel that student is in need of special education and related services; or
- B. behavior/performance of student demonstrates need for services; or
- C. parent/student has requested an evaluation; or
- D. student's teacher or other school personnel has expressed concern to ~~director of~~ Special Education Director or other personnel regarding student's behavior/performance.

School must evaluate and hold I.E.P. Team prior to proceeding with expulsion.

If request for evaluation is made during expulsion period.

Expedited evaluation is performed while student stays in educational placement determined by school authorities.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	IN-SCHOOL DISCIPLINE
Number	ag5610.02
Status	Proposed to Policy & Human Resources Committee

### 5610.02 - **IN-SCHOOL DISCIPLINE**

In-school restriction, in-school suspension, and detention are progressive discipline options that the principal may use to improve attendance and/or to modify student behavior and to monitor the student's behavior during the disciplinary process.

Students who have violated any section of the Code of Conduct may be assigned to in-school restriction, in-school suspension, and detention by the principal.

#### **Detention**

##### **Lunch-Time Detention**

The principal (or faculty member) may designate an area in which the student must remain during the lunch period. Failure to report to or remain in the area may lead to in-school restriction, Saturday school, or out-of-school suspension.

##### **In-School Restriction**

Assignment to in-school restriction means that the student is removed from the classroom but not from the educational program. S/He will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

Attendance is to be taken from the attendance sheet and recorded by the supervising personnel. Any discrepancy noted should be promptly reported to the administrative personnel.

Since there has been no denial of rights to an education, due process can be limited to notification of the student's parents (see Form 5610.02 F1) with no right of appeal.

If the student fails to obey the rules established for in-school restriction/Saturday school or to fulfill the assignments properly, s/he may be assigned to out-of-school suspension.

Any assignment to in-school or out-of-school suspension or an alternative program requires that due process (notification, hearing, suspension or assignment notice, appeal) be followed.

##### **In-School Suspension**

As a means for keeping a student in school rather than suspending him/her to a probable, unsupervised out-of-school situation, the District has established an in-school suspension program. The student is not only removed from the classroom and assigned to a designated work area, s/he is also denied participation in any school activity for the length of the suspension. The same due process provided for out-of-school suspension shall apply.

The teacher(s) is to assign work related to a course of study for which the student will receive full credit.

The same rules of conduct established for in-school restriction shall apply and any violation of these rules will result in the student's removal from school through out-of-school suspension.



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Section 5000 Students  
Title ALTERNATIVES TO CORPORAL PUNISHMENT  
Number ag5630a  
Status Proposed to Policy & Human Resources Committee

#### 5630A - **ALTERNATIVES TO CORPORAL PUNISHMENT**

Board of Education policy defines corporal punishment as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. District personnel shall not threaten to inflict, or cause to be inflicted corporal punishment on any student.

Staff members shall not:

- A. hit, strike, grab, punch, or inflict other bodily pain on a student;
- B. restrict a student's movement by binding or tying him/her, unless specified in an I.E.P.;
- C. deprive a student of meals, snack, rest, or necessary toilet use;
- D. confine a student in an enclosed area such as a closet, locked room, box, or similar cubicle;
- E. cause any of the above to occur.

Staff may, however, provide for a "time-out" area as a disciplinary procedure.

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, these alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The principal has the authority to:

- A. deny participation in special school and/or non-curricular-related activities;
- B. assign to alternative center or program;
- C. assign before or after school detention;
- D. assign in-school restriction or Saturday school;
- E. assign out-of-school suspension;
- F. confer with parents on sanctions which will be established both at school and at home or contractual agreements whereby the student commits to self-controlling behavior;
- G. refer the student to a District counselor;
- H. coordinate District services with social-service agencies such as Public Health, Social Services, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the District;
- I. arrange for a proper evaluation under Section 504 or IDEA, if there is reason to believe the student's behavior is related to a disability.

It is essential that any of the above alternatives that involve disciplinary actions be conducted in accordance with due process. (See Policy 5611)





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Section	5000 Students
Title	SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS
Number	ag5722
Status	Proposed to Policy & Human Resources Committee

### 5722 - **SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS**

In general, the objectives of school-sponsored student publications and productions are to:

- A. communicate to those who are actively interested in the school – i.e., students, teachers, parents, administration, alumni, and other members of the school community;
- B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;
- C. create a wholesome school spirit and to support the best traditions of the school;
- D. promote and encourage school-sponsored activities;
- E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;
- F. create a desire for the best forms of journalism or theatrical production, both in and out of school;
- G. record in permanent form the history of the school;
- H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board of Education Policy 5722, the following guidelines are applicable:

- A. Under those circumstances when the school-sponsored student media is subject to prior review and restraint, the following school officials are designated to conduct the prior review/restraint:

- 1. Class/Activity Advisor
- 2. Building principal
- 3. District Administrator

Prior review involves the practice of a school official reading or previewing a student publication/production prior to its publication/performance. Prior restraint involves the practice of a school official – after reading or previewing the material – taking action to modify, inhibit, ban or restrain some or all of the style and/or content of the student publication/production prior to its scheduled publication/performance.

The reviewing school official may regulate the style and/or restrict the content of the student publication/production for legitimate pedagogical, school-related reasons. Any such prior review and restraint shall be conducted in a reasonable manner that is neutral as to the viewpoint of the speaker.

If an article/publication/production is published/performed without being reviewed in advance and approved, the students involved in the unauthorized publication/performance may be disciplined.

- B. Students who work on school-sponsored student publications/productions shall:

- 1. endeavor to produce media based upon professional standards of accuracy, objectivity and fairness;



2. review and edit material to improve sentence structure, grammar, spelling and punctuation;
  3. check and verify all facts and verify the accuracy of all quotations;
  4. comply with all State and Federal laws;
  5. determine the content of the student publication/production (if the publication/production has been identified as a limited-purpose public forum);
  6. if the student publication/production has been identified as a limited-purpose public forum, in the case of editorials or letters to the editor concerning controversial issues, determine the need for rebuttal comments and opinions and provide space for such comments and opinions;
  7. perform with intelligence, objectivity, accuracy and fairness as set forth in the Code of Ethics adopted by the Society of Professional Journalists, Sigma Delta Chi.
- C. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be published/performed. Presentation of facts or ideas is to be based on careful research.
- D. Students shall have the right to express their views and attitudes on all issues provided the speech is not: 1) defamatory, libelous, obscene or harmful to juveniles; 2) reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; 3) an infringement upon the privacy or rights of others; 4) a violation of copyright law; 5) a promotion of activities, products or services unlawful (illegal) as the minors as defined by State or Federal law; or 6) otherwise a violation of school policy and/or State or Federal law.
- E. Language, pictures, music, or symbols that are obscene, libelous or protected by copyright and/or trademark are prohibited.
- F. School publications/productions shall not promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or questions submitted at any election.
- G. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law, promote the sale of any substance the use of which is prohibited by law (such as drugs and alcohol or of any paraphernalia associated with sex or drugs), any item that would be offensive to a significant population of the school community, or items not in keeping with school purposes or that violate State or Federal law.
- H. All school-sponsored student publications and productions are subject to prior review by the class/activity advisor(s) and/or building principal.
- I. The following types of student expression are not protected (i.e. such expression is subject to prior review and restraint, and/or disciplinary action subsequent to its publication/performance):
1. Expression that is obscene, harmful to juveniles and/or considered a sex offense under State or Federal law. "Harmful to juveniles" is defined as material or performance describing or representing nudity, sexual conduct, sexual excitement, or sadomasochistic abuse in any form to which all of the following apply:
    - a. the material or performance, when considered as a whole, appeals to the prurient interest of juveniles in sex;
    - b. the material or performance is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for juveniles; and
    - c. the material or performance, when considered as a whole, lacks serious literary, artistic, political, and scientific value for juveniles.
  2. Expression that is defamatory (i.e., speech that is libelous or slanderous). Libelous statements are provably false and unprivileged statements of fact that demonstrate injury to an individual's or business's reputation in the community. If the allegedly false statement involves a "public figure" or a "public official" the statement must be published "with actual malice" to constitute libel (i.e., the speaker knew the statement was false or the speaker published it with reckless disregard of the truth and/or without trying to verify the truthfulness of the statement). If the allegedly false statement involves an individual who is not a public figure or public official, libel occurs if the speaker published the statement willfully or negligently (i.e., the speaker failed to exercise reasonably prudent care when publishing the statement).
  3. Expression that will cause or is reasonably likely to cause a substantial disruption of or material interference with school activities or the educational process, and/or an infringement upon the privacy and/or rights of others. For student media to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity or the educational process would occur if the publication or production is published/performed or has occurred as a result of the publication's or production's publication/performance. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able affirmatively to show

specific facts that reasonably support a forecast of likely disruption. In determining whether student media is disruptive, consideration should be given to the context of the publication/performance as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the publication/performance of the student media in question.

The duties of the faculty advisor and assistant advisors shall be to:

- A. serve in a liaison capacity between the publication/production's staff and the faculty and administration;
- B. establish criteria and standards by which students can assess the quality of their publication/production and their techniques;
- C. instruct members of the publication/production's staff in proper journalistic, literary, theatrical and/or broadcast techniques;
- D. advise, suggest, and edit syntax and punctuation when necessary;
- E. advise, counsel and supervise the editing process;
- F. interpret the foregoing guidelines (subject to final interpretation by the building principal or District Administrator).

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Section 5000 Students  
Title STUDENT RIGHTS OF EXPRESSION  
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### 5723 - STUDENT RIGHTS OF EXPRESSION

In accordance with Board of Education Policy 5722 and Policy 9700, students have the right, protected by the First Amendment to the Constitution, to exercise freedom of speech. This includes the right to distribute or display, at reasonable times and places, written material, petitions, buttons, badges, or other insignia, except expression which:

- A. is obscene to minors;
- B. is libelous;
- C. is pervasively indecent or vulgar;
- D. advertises any product or service not permitted to minors by law;
- E. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);
- F. presents a clear and present likelihood that, either because of its content or the manner of distribution or display, it will cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

Distribution or display of material in any of the above categories is prohibited on school premises or at any school-related event.

### Procedures

Any student wishing to distribute or display non-school material must first submit for approval a copy of the material to the principal twenty-four (24) hours in advance of desired distribution/display time, together with the following information:

- A. name of the student or organization
- B. date(s) and time(s) of day of intended display or distribution
- C. location where material will be displayed or distributed
- D. the grade(s) of students to whom the display or distribution is intended

The principal should either approve the material or indicate how it violates the guidelines listed above or the time, place, and manner restrictions listed below. If permission to distribute or display the material is denied, the student shall have the opportunity to make necessary revisions and/or deletions.

Permission to distribute or display material does not imply approval of its contents by either the School, the administration of the School, or the Board.

The student submitting the request shall have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution/display of the written material is appropriate.

### Time, Place, and Manner of Distribution or Display

The distribution or display of written material shall be limited to a reasonable time, place, and manner as follows:

A. No material may be distributed or displayed during the time or at the place of a school activity if it is likely to cause a substantial disruption of that activity.

B. No material may be distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the school.

### **Definitions**

The following definitions shall apply:

A. "Obscene to minors" is defined as:

1. the average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors;
2. the material depicts or describes conduct that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors;
3. the material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

B. "Minor" means any person under eighteen (18) years of age.

### **Disciplinary Action**

Distribution or display by any student of non-school-sponsored material prohibited by these guidelines will be halted and disciplinary action will be taken in accordance with the procedures contained in AG 5600 and/or AG 5610.

Any other party violating this guideline will be requested to leave the school property immediately and, if necessary, the police will be called.

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Book AG 1st Draft Clean  
Section 5000 Students  
Title COUNSELING FOR SCHOOL-AGE PARENTS  
Number ag5751  
Status Proposed to Policy & Human Resources Committee

**5751 - COUNSELING FOR SCHOOL-AGE PARENTS**

The school counselor, on becoming aware of a student's pregnancy, should encourage the student to notify the Principal, and offer to function as liaison between the student, the staff, and outside resource people throughout the term of pregnancy. The counselor's role is to provide support and guidance to the student throughout the pregnancy.

If a student's pregnancy limits her in the performance of any aspect of her educational program, a statement from the doctor shall be submitted verifying the condition of pregnancy and indicating any limits to be placed on the student's program. If possible, arrangements for the resumption of education will be worked out if and or when she is required to leave.

Appropriate referral procedures should be offered to the parents and to the expectant mother and, if possible, to the prospective father, if a student of this District.

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Legal 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974  
29 U.S.C. 794, Rehabilitation Act of 1973  
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990  
42 U.S.C. 2000 et seq., Civil Rights Act of 1964  
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979  
115.91 Wis. Stats.  
118.13 Wis. Stats.  
P.I. 9, 41, Wis. Adm. Code  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. 1681, Title IX of Education Amendments Act

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Book	AG 1st Draft Clean
Section	5000 Students
Title	SEARCH AND SEIZURE
Number	ag5771
Status	Proposed to Policy & Human Resources Committee

### 5771 - **SEARCH AND SEIZURE**

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

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the District.
- B. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.
- C. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.
- D. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

#### **Reasonable Suspicion**

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

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

#### **Lockers and Other Storage Areas Provided for Student Use**

- A. All lockers and other storage areas provided for student use remain the property of the District. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area (See Form 5771 F1). Search of a student's belongings in the locker or storage area, such as a backpack or purse, may only be conducted if there is reasonable suspicion that the contents may include evidence of a violation of policy or law, or if contents of such personal items are in plain view during the conducting of a locker search (e.g. the backpack is open and without searching through its contents some form of contraband is clearly visible). No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.
- B. The principal may search student lockers and storage areas at any time for any justifiable reason.
- C. The principal may, at any time, request assistance of the law enforcement having jurisdiction over the facilities of the District. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

#### **Desks and Other Storage Areas**

A desk or any other storage area in the school provided for student use, may be searched when the principal has reasonable suspicion for a search. Personal items in the desk or other storage areas, such as a backpack or purse, may only be searched if there is reasonable suspicion that contents of the item will include evidence of a violation of policy or law or if contents of such personal items are in plain view during the conducting of a search (e.g. the backpack is open and without searching through its contents some form of contraband is clearly visible).

## **Vehicles**

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

## **Student**

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

## **Use of Breath - Test Instruments**

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

The principal shall attempt to contact law enforcement and arrange for it to conduct the test. The following procedure should be used:

- A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test.
- B. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.
- C. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.
- D. If the instrument provides printed evidence, attach a print-out to the written record.
- E. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.
- F. If the student refuses to take the test, inform him/her that refusal to participate implies admission of guilt leading to disciplinary action. Allow the student a second opportunity to be tested, and if s/he refuses again, ask the student to sign a refusal statement. Regardless of whether or not s/he signs, prepare a written report of the incident.
- G. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that the student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

## **Use of Dogs**

The Board has authorized the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property must be authorized, in advance, by the District Administrator or be pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.
- D. The dog will be allowed to examine a student's possessions, including vehicles, but any search of a student's person will be based upon individualized reasonable suspicion.

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

#### **Method of Search**

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

#### **Items Found**

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

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Book AG 1st Draft Clean  
Section 5000 Students  
Title WEAPONS  
Number ag5772  
Status Proposed to Policy & Human Resources Committee

**5772 - WEAPONS**

The District prohibits students, staff, and visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Any student who has reason to believe that a person has or will violate this guideline shall report to the school principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon in accordance with AG 5771, Search and Seizure, or contacting law enforcement for assistance.

The District Administrator will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

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Legal 120.13(1), Wis. Stats.  
18 U.S.C. 921(a)(3)  
20 U.S.C. 7151

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ADULT STUDENT RIGHTS
Number	ag5780
Status	Proposed to Policy & Human Resources Committee

#### 5780 - **ADULT STUDENT RIGHTS**

A student who has reached the age of majority has the option to assume full rights of an adult and may sign his/her own report card, excuse slips, and permission slips, and have free access to his/her school records.

Each student who has reached the age of majority shall assume full responsibility for his/her performance in school, attendance, and compliance with school administrative guidelines.

~~Prior to assuming his/her full rights, the student should sign Form 5780-F1.~~

The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

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Book AG 1st Draft Clean  
Section 5000 Students  
Title STUDENT FUND-RAISING  
Number ag5830  
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### 5830 - **STUDENT FUND-RAISING**

The following guidelines are to be followed for any activity that involves fund-raising by students and from students.

In any fund-raising activity involving students, the following conditions must be met:

- A. Minimal instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on District premises are not to interfere with the conduct of any co-curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her school work and other school responsibilities.
- D. No student of any age may participate in off-District fund-raising activities without proper supervision by approved staff or other adults.
- E. In accordance with Board policy, each fund-raising activity must be approved by the Board of Education.
- F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resaleable can be returned for full credit. The District will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- G. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for as per District procedures.  
  
Monies collected from approved fund-raising activities must be stored in the school safe and deposited into the appropriate account(s) through the District business office on a weekly basis.
- H. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- I. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

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Section 5000 Students  
Title STUDENT SOCIAL EVENTS  
Number ag5850  
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**5850 - STUDENT SOCIAL EVENTS**

The following guidelines shall be used to conduct all social events.

- A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with Board of Education policy. Other members of the staff shall cooperate with the advisors.
- B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the principal. In addition, the police, student-community relations persons, and security aides may be present.
- C. Social events are restricted to current District students and their guests if prior approval has been given by the principal.
- D. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.
- E. Students who leave the event are not to be readmitted unless granted permission by the person in charge.
- F. Chaperones will circulate among the people present at the event to be ensure appropriate conduct.  
Intoxicated students or students causing trouble will be referred to law enforcement.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	PUBLIC PERFORMANCES BY STUDENTS
Number	ag5880
Status	Proposed to Policy & Human Resources Committee

#### 5880 - **PUBLIC PERFORMANCES BY STUDENTS**

The Board of Education in its Policy 5880 has recognized the value to students, the District, and the community of students sharing their talents and skills with the community through participation and performances in public events.

#### **General Guidelines**

- A. Staff members in charge of student groups who wish to perform out of the District at local events as an integral part of the instructional program shall submit the field trip plan to the principal for approval.  
  
If the performance involves an overnight or extended trip, the request shall be submitted to the District Administrator by the principal in accord with AG 2340C who will submit it to the Board for approval.
- B. Priority will always be given to District-related performances. Non\_district performances have priority in the following order: the local School District's community, other nearby school districts, and communities outside the District.
- C. When public performances are scheduled as a regular part of a course of study taken for credit, students shall be informed in advance of the obligation to participate and will be excused from participation only in accordance with the rules and administrative guidelines governing school attendance.
- D. When a request for public performance is not part of the regular program, all students who are members of the group invited to perform are polled for their willingness to do so and no request for a performance be granted unless the faculty advisor believes a sufficient number will participate to represent the school fairly and will acquire a valuable learning experience.
- E. No student, group of students or employees of this Board may receive personal compensation for the performance in public of students organized for a school activity but may collect a donation to an approved student activity fund.
- F. All non\_district performances shall be under the supervision of the professional staff of the District.
- G. All costs and expenses directly associated with the performance shall be borne by the sponsoring organizations other than transportation.
- H. No non\_district, non\_curricular-related activity should involve extensive rehearsals or loss of school time.
- I. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.
- J. Participation in non\_district activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

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