

School District of Flambeau



2024-2025 Grades 6-12 Student/Parent Handbook

Greetings to Flambeau High School Parents

Dear Falcon Families,

Welcome to the 2024-25 school year! As the 9-12 principal, I am filled with anticipation for the journey of endless possibilities that this year holds. It's heartening to see everyone rested and ready to embark on this new chapter. I want to extend a heartfelt THANK YOU to our staff for their tireless efforts in ensuring a smooth and efficient start to the year. Our teachers have diligently organized and prepared our students' rooms, while our office and custodial staff have gone the extra mile to ensure a clean and welcoming environment for a great school year ahead.

Students remember your high school experience is what you make of it. You are in the driver's seat and will determine the outcome. I encourage you all to try new things and embrace new experiences as you discover what your future as an adult will hold for you.

I want to thank all our families for their unending support. You make such a difference in our ability to succeed at Flambeau.

Students, as you prepare for the new year, I encourage you to reflect on the following questions:

- Which of the 26 ½ credits do I still need to graduate?
- Am I attending school regularly and missing less than five days per semester?
- What college/universities/internships/workforce programs am I interested in pursuing?
- Who have I chosen at school or home to talk to if I need help?
- Have I taken advantage of the ACT prep opportunities to earn college-ready scores?
- What scholarships have I applied for to help pay for college?
- What have I included in my ACP portfolio?

To all our proud parents and caregivers, I invite you to partner with us throughout the school year as we instill excellence into our students. Research shows that students have the greatest possibility for success if support structures are in place at home. Together, we can make this the best year ever! Thank you for your support, and have a great school year!

Ms. Kopka
School District of Flambeau
9-12 Principal

TOGETHER WE RISE THE FALCON WAY

R ESPECT +RESPONSIBILITY

- Be an active listener
- Return borrowed items
- Move to class promptly by the most direct route
- Follow and respond appropriately to adult directions
- Use appropriate verbal and non-verbal language
- Arrive on time
- Accept and understand differences
- Demonstrate good sportsmanship

I NTEGRITY

- Leave it better than you found it
- Pick up trash even though you may not have made the mess
- Get involved in our school community
- Demonstrate good sportsmanship
- Control and accept the consequences for choices
- Be honest
- Include everyone

S ERVICE

- Keep the school clean
- Look out for each other
- Be a family
- Help others in need
- Help others & volunteer time and energy
- Get involved in the school community

E XCELLENCE

- Be a leader
- Take initiative when something needs to be done
- Be proactive, always do your BEST!

T ECHNOLOGY

- Charge it, check it, respect it
- Only use your assigned Chromebook
- Protect school Chromebook
- Follow Flambeau's Responsible Use Policy
- Put electronic devices away (cell phone holder or locker unless permitted to use)
- Ask permission before using other's devices
- Practice digital citizenship skills
- Bring your Chromebook to class every day charged
- Report peers that violate the Responsible Use Policy
- Access only appropriate websites
- Use technology as directed by the person in charge

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SCHOOL DISTRICT OF FLAMBEAU
2024-2025 SCHOOL YEAR CALENDAR

BOARD OF EDUCATION APPROVED 07.17.2024

AUGUST 2024								SEPTEMBER 2024							
August 5th - 16th - Online Registration TBD	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	September 2nd - No School - Labor Day
August 15th - New & Substitute Teacher Orientation					1	2	3	1	2	3	4	5	6	7	September 3rd - First Day of School
August 20th - 26th - Teacher Inservice Days	4	5	6	7	8	9	10	8	9	10	11	12	13	14	Picture Retake Day - TBD
August 27th - Open House 10:00 a.m. to 6:00 p.m. and Students & Staff Picture Day	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
August 28th - 29th - Teacher Work Days	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
Teachers: 1 Floating Work Day from August 1st - 19th	25	26	27	28	29	30	31	29	30						
T: 8	Student Days/Total: 0/0							Student Days/Total: 20/20							T: 20
OCTOBER 2024								NOVEMBER 2024							
October 17th - Parent Teacher Conferences 4:00-8:00	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	November 25th - 29th - No School - Thanksgiving Break
October 18th - No School - Parent Teacher Conferences 8:00-12:00 / 12:00 - 4:00 Teacher Inservice			1	2	3	4	5						1	2	
October 1st - End of Quarter 1	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
	27	28	29	30	31			24	25	26	27	28	29	30	
T: 23.5	Student Days/Total: 22/42							Student Days/Total: 16/58							T: 16
DECEMBER 2024								JANUARY 2025							
December 23rd - January 1st - No School - Winter Break	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	January 17th - End of Quarter 2/Semester 1
	1	2	3	4	5	6	7				1	2	3	4	October 21st - Parent Teacher Conferences 4:00-8:00
	8	9	10	11	12	13	14	5	6	7	8	9	10	11	January 22nd - No School - Teacher Inservice 8:00-12:00
	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
	29	30	31					26	27	28	29	30	31		
T: 15	Student Days/Total: 15/73							Student Days/Total: 21/94							T: 22
FEBRUARY 2025								MARCH 2025							
February 24th - No School - Teacher Inservice	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	March 12th - ACT Test
							1	2	3	4	5	6	7	8	March 24th - 28th - No School - Spring Break
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	March 21st - End of Quarter 3
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
	23	24	25	26	27	28	1	30	31						
T: 20	Student Days/Total: 19/113							Student Days/Total: 16/129							T: 16
APRIL 2025								MAY 2025							
	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	May 23rd - Last Day for Seniors
April 9th - ACT Emergency Makeup Day			1	2	3	4	5					1	2	3	May 24th - Graduation
April 18th - No School - Good Friday	6	7	8	9	10	11	12	4	5	6	7	8	9	10	May 26th - No School - Memorial Day
April 21st - No School - Teacher Inservice	13	14	15	16	17	18	19	11	12	13	14	15	16	17	May 30th - Last Day of School & End of Quarter 4/Semester 2 - Students released at 12:30 p.m.
April 24th - Celebration of Learning	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
	27	28	29	30				25	26	27	28	29	30	31	
T: 21.5	Student Days/Total: 20/149							Student Days/Total: 21/169.5							T: 21
JUNE 2025								LEGEND							
	SUN	MON	TUE	WED	THU	FRI	SAT	Student Days		No School - Holidays					
	1	2	3	4	5	6	7	Online Student Registration - TBD		Picture Retakes TBD					
	8	9	10	11	12	13	14	Open House & Picture Day for Students & Staff		Last Day of School & Quarter 4/Semester 2					
	15	16	17	18	19	20	21	New & Substitute Teacher Orientation		Graduation					
	22	23	24	25	26	27	28	Teacher In-Service		Last Day for Seniors					
	29	30						Open House & Picture Day		ACT Testing Days					
								2025 Summer School - TBD		Celebration of Learning					

School District of Flambeau
Mission Statement
Our Core Purpose:
*The School District of Flambeau
through partnerships with families and
our community will provide
a safe environment for academic,
creative, and social learning
opportunities that will challenge our
students to reach
his/her full potential.*

District Administration: (715) 532-3183

Erica Schley, District Administrator
Betsy Miller, 4YK-5 Principal
Sheri Kopka, 9-12 Principal
Chad Gago, 6-8 Principal
Julie Hoefs, Administrative Assistant
Lori Applebee, Bookkeeper
Crystal Wilkinson, Principal's Secretary/Registrar
Stefanie Harris, Finance/Communications Secretary/Transportation Director
Julie Verdegan, Receptionist/Attendance Secretary
Deb Voldberg, Maintenance Director
Carrie Anderson, Food Service Director
Todd Roehl Athletic Director

Director of Special Education/Nurse's Office: (715) 532-2301

Betsy Miller, Director of Special Education/Caseload Manager
Juanita Olson, School Nurse
VACANT, Special Education Secretary/Health Office Aide

Middle School Staff

Anderson, Kayla
Anderson, Heather (SPED Paraprofessional)
Carlsen, Beverley (School Counselor)
Drohman, Deb (IMC Paraprofessional)
Carlsen, Holly (Physical Education – 6th)
Gudis, Amanda (Physical Education- 7-8th)
VACANT (Math)
Hoesly, Kurt (Band)
Kazmierkoski, Carol (Art)
Kees, Mary (IMC Paraprofessional)
Klindworth, Rebecca (Math Interventionist)
Reichert, Colten (Social Studies)
Svendsen, Promise (Choir)
Taylor, Lucy (School Counselor)
Verdegan, Carma (Interventionist)
Williams, Heidi (ELA)
Zoglie, Lawrence (Science)

High School Staff

Adjoa, Maame (English - 9th & 10th)
Avevor, Esinam (Math)
Barna, Vickie (Special Education Paraprofessional)

Carlsen, Beverley (School Counselor)
 Dean, Eileen (Alternative Education)
 Drohman, Deb (Paraprofessional)
 Frafjord, Jennifer (FACE)
 Gudis, Amanda (9-12 Health & 7-12 Physical Education)
 Hoesly, Kurt (Instrumental Music & Spanish)
 Hruby, Kelly (Math)
 Kazmierkoski, Carol (Art)
 Maier, Alissa (Agriculture)
 Moravec, Rycki (Science)
 Murley, Melissa (Tech Ed)
 Olson, Alisha (Special Education Paraprofessional)
 Panozzo, Daniel (English - 11th & 12th)
 Schmidt, Elizabeth (Business Education)
 Stewart, Roshel (Special Education)
 Svendsen, Promise (Vocal Music/Choir)
 Taylor, Lucy (School Counselor)
 Vacho, Bayli (Science)
 Zeman, Kevin (Social Studies)

Board of Education Members:

- Ted Alberson, President
- Brian Beardsley, Director
- Laura Dutter-Nelson, Director
- Jennifer Heath, Vice President
- Lana Nelson, Treasurer
- Doug Verdegan, Director
- Linda Zimmer, Clerk

SCHOOL DISTRICT FEES

9-12 student fees are as follows: Class fee - \$10.00. This should be paid by the first day of school. Students enrolled in courses that can be taken as dual credit courses are responsible for any workbook and/or online costs. Students in technology education courses and Design should be prepared to pay for projects as described in the course description book.

EMERGENCY/ENROLLMENT INFORMATION

Students will receive an emergency/enrollment form before the start of school. This form needs to be filled out and returned to school within the first week of school. When an emergency occurs, the people listed on the Emergency/Enrollment Information card will be contacted via the information provided. If information changes during the school year, parents are asked to call the school with updates

BELL SCHEDULE

Flambeau Middle School Schedule

8:00 a.m. – 8:58 a.m. – 1 st Hour	11:56 a.m. - 12:46 p.m. – 4 th Hour
9:01 a.m. - 9:28 a.m. – Study Skills/ACP/Math Enrichment	12:49 p.m. - 1:43 p.m. – 5 th Hour
9:31 a.m. - 10:24 a.m. – 2 nd Hour	1:46 p.m. - 2:39 p.m. – 6 th Hour
10:27 a.m. - 11:20 a.m. – 3 rd Hour	2:42 p.m. - 3:35 p.m. – 7 th Hour
11:20 a.m.- 11:53 a.m. – Lunch	

Flambeau High School Schedule

8:00 a.m. – 8:58 a.m. – 1 st Hour	12:16 a.m. - 12:46 p.m. – Lunch
9:01 a.m. - 9:28 a.m. – Advisory/ACP	12:49 p.m. - 1:43 p.m. – 5 th Hour
9:31 a.m. - 10:24 a.m. – 2 nd Hour	1:46 p.m. - 2:39 p.m. – 6 th Hour
10:27 a.m. - 11:19 a.m. – 3 rd Hour	2:42 p.m. - 3:35 p.m. – 7 th Hour
11:24 a.m.- 12:16 a.m. – 4 th Hour	

Students will not be permitted in the academic portions of the building before 7:55 a.m. or after 4:00 p.m. unless under the direct supervision of a staff member.

ADVISORY TIME

Middle School

ACP (Academic & Career Planning)/Math Intervention & Enrichment/Study Skills

Students grades 6 - 8 will have thirty minutes daily with the following scheduled activities:

- A. Grade 6 - 8** - Students have assigned days of the week where they will participate in scheduled academic activities as outlined below:
- a. Monday, Wednesday, & Thursday** - All students will participate in math interventions or enrichment activities.
 - b. Tuesday** - Instructional lessons will be provided on Academic & Career Planning. Building an integrated academic and career plan will help students choose courses and non-academic activities strategically so they can develop a coherent set of skills and knowledge that will help prepare them for careers and life plans following graduation.
 - c. Friday**: Students will participate in Study Skills, with a primary focus on organization, time management, and assignment/task completion.

High School Advisory Time

Students in grades 9 - 12 will attend an Advisory time. Each student is assigned to an advisor during this time. Each student's advisor will oversee individual students' grades, support students with the completion of academic assignments, coordinate with students to seek out additional teacher support or intervention based on academic need, or provide instruction and guidance in the development of four-year Academic Career Planning (ACP).

ARRIVAL/DISMISSAL

Upon arrival in the morning (the building opens at 7:30 a.m.), students should proceed to the small gym/cafeteria or commons. They should remain there until the first bell rings, at which point students should head to their 1st-period class. After the school day (3:35 p.m.), students are expected to leave the campus in a timely manner, except for students who are participating in the following: extra-curricular activities (students should remain with and follow the directions of their coach/director); after school tutoring (students should remain at that location with their instructor); after school detention; or weight room training (students should remain in the weight room until the activity bus leaves at 5:45 p.m.). Students involved in non-school affiliated activities must stay with the supervisor in the designated location until they are picked up by a parent/guardian or take the activity bus home.

BREAKFAST/2ND CHANCE BREAKFAST

Students can either get their breakfast at 7:45 a.m. before the first hour and eat in the small gym or commons, or they can get their second chance at breakfast during Advisory. The 2nd Chance Breakfast is delivered to the designated MS/HS locations during Advisory, and students will eat their breakfast in the classroom. Students cannot receive both options for free but can pay a fee for the 2nd Chance Breakfast if they ate the first breakfast.

LUNCH PERIODS

Students are expected to remain in the cafeteria for at least the first fifteen (15) minutes of their lunchtime. Students are expected to assist in keeping all eating areas neat and tidy. All students must return dirty dishes to the kitchen window and place refuse in the proper container.

After eating lunch, students may go to the commons, the gazebo area, or the designated recess area (gym or outside). Students are not permitted in the middle school/high school locker wings without permission from the lunch period supervisors.

LOCKERS (see also: PERSONAL COMMUNICATION DEVICES)

Lockers are provided for all students in the building for convenience by The School District of Flambeau. Lockers are not to be shared. **Students must remember that the locker is school property; therefore, it may be opened and inspected by school authorities at any time to ensure a safe school environment.** Dogs may be utilized to search student lockers. Lockers should be kept orderly and locked. **Chromebooks are school property and should not be in the locker unless secured,** Students may not paste stickers on or write on lockers. Report any damage or difficulty in opening the lockers to the office. Students are responsible for damage to their lockers.

COUNSELING SERVICES

Counseling services are available to every student in the school. These services include assistance with educational planning, career information, help with home, school, social concerns, or any other concerns the student would like to talk about with the counselor. Students and parents are encouraged to talk with the counselor to assist the students in school and with their future plans.

CLASS REQUIREMENTS

All students are required to carry 7 credits per year. For the 2024-2025 school year, twenty-six and a half (26) credits are required for graduation.

Students graduating have the following requirements:

- Four (4) credits of English
- Three (3) credits of Social Science
- Three (3) credits of Mathematics
- Three (3) credits of Science
- One-half (½) credit of Health
- One and one-half (1 ½) credits of Physical Education
- One credit (1) of Personal Financial Literacy (Money Management I & Money Management II)
- Ten and one-half (10) elective credits
- Have a minimum of Forty (40) hours of community service and
- Successfully pass the WI Civics Exam

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

The parents of students enrolled in classes (such as health) that cover Human Growth and Development can request a curriculum outline used at their child's grade level. Accommodations will be made through the principal's office so that parents can inspect the actual curriculum and instructional materials. Parents/guardians may file a written request that their student be exempt from such instruction. Exempted students may still receive instruction in subjects outlined in state statutes 118.01(2)(d)2c and 118.01(2)(d)8, unless also exempted.

DROPPING A CLASS

Students may drop a class without penalty within the first five days of the semester. Students dropping a class after the first five (5) days of the semester will earn a withdrawal F (WF) on their transcript and term grade report. Students may get approval from the Principal to drop a course without penalty after the first week of the semester.

REPORT CARDS AND ACADEMIC RECOGNITION

Report cards will be completed at the end of each nine-week period and can be viewed in Skyward. All classes taken will be included in any academic recognition, in proportion to the number of credits toward graduation: A Honor Roll – 3.51 to 4.00. B Honor Roll – 3.00-3.50. Academic Recognition will be posted in The Ladysmith Newspaper and on Facebook each quarter unless a written request is received from the parent.

At the end of the first semester of the senior year, the class will be arranged according to each student's composite grade average to determine a class order or rank. This class rank is sometimes necessary for filing applications for college and technical schools. Graduation students with an accumulative GPA of 3.5 and above shall be designated as honors students and receive a gold tassel for commencement exercises. The final class ranks are determined in June and forwarded to colleges and technical schools upon request.

The point system for honor calculations and class rank is as follows:

A+/A = 4.00 points;	B- = 2.67 points;	D+ = 1.33 points;
A- = 3.67 points;	C+ = 2.33 points;	D = 1.00 point;
B+ = 3.33 points;	C = 2.00 points;	D- = 0.67 points
B = 3.00 points;	C- = 1.67 points;	F = 0.00 points.

Electives must consist of courses from different areas of study (e.g., Art, Business, Technical Education, Math Science, Social Studies, etc.). Students may arrange independent courses with the instructor's consent or take courses over the instructional television network. Students should familiarize themselves with the Course Offering Book regarding grade requirements, college requirements, pre-requisites, etc. The District will issue credits using standard Carnegie units as suggested by the Department of Public Instruction.

All courses meeting daily for a full semester will receive one-half credit per semester toward graduation. Students in grades 7-12 will have semester finals in academic courses, depending on the instructor.

DIRECT ADMIT WISCONSIN

Direct Admit Wisconsin is an initiative by the Universities of Wisconsin to proactively offer admission to qualifying high school students between their junior and senior years of high school. Direct admission removes the traditional application process and

instead uses data provided by the high school to admit students to universities. Students will be automatically opted in to the direct admit process unless they opt out during registration and notify the high school counselor.

RVA (RURAL VIRTUAL ACADEMY):

Flambeau School District has partnered with the Rural Virtual Academy (RVA) in Medford, Wisconsin. The RVA is a separate school within our school district. This means that enrolling in the RVA results in the student no longer being a student in the brick-and-mortar school but remaining a student in the resident district attending the Rural Virtual Academy. Students enrolled in the RVA can take up to half of their courses in-building and participate in WIAA sports. Students interested in these course options must work with their school counselors, and all courses must be approved by the Administration.

All courses are included in computing grade point averages, with the exception of Work Experience and some Summer School classes. Parents may request that Physical Education be taken on a Pass/Fail basis. Parents and students must put this request in writing before the semester in which the student will be involved in Physical Education begins. Students can earn a maximum of two work experience credits throughout the eight semesters of their high school career.

Advanced Placement (AP) courses will be graded using a weighted system. Grades will receive one point more than the normal scale of 4.0. This means a student who receives a "B" in an AP course will receive 4 points, not three, as is normal with our unweighted scale. Students assume full responsibility for meeting graduation requirements. Appointments with the Guidance Counselor or Principal may be made regarding graduation requirements. The district administrator will give final approval of all high school classes offered. Valedictorian and salutatorian determination will be based on seven semesters. To be eligible, students must have been enrolled in the School District of Flambeau from the beginning of their junior year. Transfer students' Grade Point Average will be recalculated to the School District of Flambeau's grade point system. For students transferring into FHS from a school with a weighted GPA, Flambeau will recognize all weighted grade points up to 4.0, with the exception of any of our weighted courses. At the end of the second semester of their senior year, students with a cumulative Grade Point Average (GPA) of 3.75 or higher will be recognized at graduation with an honor medal; students with a cumulative GPA of 3.5 to 4.0 will be recognized with a gold cord; students with a cumulative GPA of 3.0 - 3.49 will be recognized with a silver cord.

INCOMPLETES AND "F" GRADES

An incomplete must be completed by the student within ten days or it automatically changes to an "F" grade (unless previous arrangements have been made with the instructor). Students who receive an "F" as a final grade in a required course will repeat the course until they receive a passing grade. Students earning an F in a college or distance learning course will be responsible for any fees charged to the district.

RETAKE A CLASS

Students earning an F in a course may retake the course to earn credit. Students earning a D in a course may repeat the course with the consent of the teacher, counselor, and principal. When retaking a course, both grades will be recorded on the student's transcript, but only the most recent grade will be used to calculate the student's cumulative GPA. Any previously earned credits will be nullified, and only the most recent credit will be counted.

PROGRESS REPORTS

At the end of the fifth (5th) week of each quarter, each teacher will send a progress report to the parents of all students who are doing unsatisfactory work. Teachers also have the option to send progress reports for students doing superior work.

ALTERNATIVE EDUCATION PROGRAM

Flambeau High School offers an alternative education program. Our program options are individualized for each student. Different courses and options are available to help each student reach the required state credits to graduate. Students, in conjunction with their parent(s)/guardian(s), participate in building their plan to earn their high school diploma through personalized learning.

Students are essentially in the "driver's seat" and are in charge of their own plans to reach their goal of graduation. We serve grades 10-12, and our Pathways are referral-based. To make a referral, the student or parent/guardian needs to contact their guidance counselor at Flambeau.

PARENT/TEACHER CONFERENCES

Parents are strongly encouraged to visit their child's teachers to get updates on progress and further develop a successful partnership between school and home.

Students are also encouraged to attend conferences to discuss their progress with their parents and teachers. If possible,

students should also show evidence of their learning by discussing their **assessment** data and showcasing their work.

CELEBRATION OF LEARNING

At the end of the school year, students will showcase their highest-quality work in a Celebration of Learning. All students in grades 6-12 will have individual displays of their work around the school. Parents and community members will be invited to come and celebrate the learning over the course of the year.

ACADEMIC SUPPORTS

Classroom teachers and other staff monitor student academic progress. If students are not making adequate progress or are failing to complete homework assignments, staff and parents may refer the student for academic support. Students may also be referred to advisory support sessions or other support initiated by the classroom teacher. Based on standardized tests and classroom performance, students who need math and/or reading support may be assigned to after-school tutoring.

ACADEMIC INTEGRITY

Academic dishonesty is plagiarism, submitting falsified or invented information as fact, unauthorized use of tools, **AI**, notes, textbooks, or electronic devices on assessments, being complicit in allowing another student to copy or copy another student's work, and submitting as your own. Students not demonstrating academic integrity on summative assessments will be reported to the principal's office. See individual course syllabi for descriptions of how lack of academic integrity will be handled in other instances.

RETAKE SUMMATIVE ASSESSMENTS

Students who score at or above 70% on a summative assessment will only be allowed to retake the assessment if this option is outlined in the teacher's syllabus. Students who score below 70% on a summative assessment will be allowed to retake the assessment within the following parameters: 1) students must complete prerequisites as established by their teacher. 2) all retakes must be completed within the time constraints established by the teacher's syllabus. 3) the number of times a student can retake the same assessment is outlined in the teacher's syllabus. 4) the retake format is at the discretion of the teacher. 5) The teacher's syllabus will outline how the score is recorded.

PROMOTION AND RETENTION (see also: PROMOTION, PLACEMENT, & RETENTION)

Middle school students who have failed semester courses in a specific subject may be required to take summer school to meet the expectations of the class they failed. Promotion to the next grade (or level) is based on the following criteria: (a) current level of achievement; (b) potential for success at the next level; social-emotional, physical, and/or social maturity; and (c) review of state and district assessments (Board Policy 5410).

In high school, students progress from one grade to the next based on the number of credits they have earned toward graduation. Students must have earned 6 credits to become a sophomore, 12 credits to become a junior, and 18 credits to become a senior.

FIELD TRIPS

Classes may take field trips with the administration's permission. Permission slips will be sent home to notify the parent of the field trip and request permission for the student to attend. If a student does not return the signed permission slip by the time specified by the teacher, the student is not able to attend the field trip but is not excused from school.

STATE TESTING

State examinations designed to measure academic growth will be administered to all 6th-11th grade students in the school district. These exams currently include the Forward (gr. 6-8, 10), Pre-ACT/DLM (gr. 9-10), ACT (gr. 11), and ACCESS testing for English Learners. Upon the request of a pupil's parent or guardian, the school board may excuse the pupil from taking the examination.

FOOD/ BEVERAGES/VENDING MACHINE RULES

- A. Vending machines are to be used before and after school or during lunch.
- B. Pop, juice, milk, and food are not allowed in the classrooms or lockers unless special permission is granted by the teacher. Breakfast may be brought to advisory rooms.**
- C. Place garbage in the waste containers.
- D. Recycle empty cans/bottles in containers marked for pop cans or bottles only

LIBRARY

The library is open from 8:00 a.m. until 3:35 p.m. and provides access to materials and computers. During school hours, a pass from your teacher is required to enter. Classroom teachers may sign up for a whole class to use the computers or the library on an irregular basis; therefore, library availability may be restricted.

Food, drinks, candy, and gum are not allowed in the library. The library is a quiet place for you to come to read or study, not a place to socialize or meet with friends. You must come with work to do.

The library facilities are for the use of all students. Noisy and unruly behavior are not allowed. If you misuse any of the materials, equipment, etc., or make it difficult for others to read or study in a quiet place, your library privileges will be suspended and/or discontinued permanently. Checkout periods vary according to the type of material. Fines are assessed for overdue materials. Fines and overdue fees are the student's responsibility and should be taken care of promptly. To avoid penalties, it is **your responsibility** to renew materials before their due dates.

TEXTBOOKS

When textbooks are loaned to a student, a note will be made as to their condition. The pupil must pay the replacement cost if the book is lost or damaged beyond a reasonable amount. All books are to be covered.

SCHOOL ATTENDANCE

Attendance is the most important single factor in student success at school. There are times when it is necessary to be absent. Students are solely responsible to obtain and make up all their missed work. The school board requires a student to complete the coursework missed during the absence. When it is necessary to be absent, it is the responsibility of the student to provide the principal, **in writing**, with a bona fide reason for the absence. A parent or guardian's signature and date of the absence must appear on every written excuse. Students will have five school days after the absence to submit a written excuse.

A child may not be excused by a parent for more than **5 days per semester under Wisconsin State Statute 118.15 (3) (c). An absence counts as an occurrence, whether it is for a day or any part of a day. After five occurrences per semester**, the state requires a parent or guardian to provide medical documentation verifying the student's absence. The principal may waive this requirement with sufficient reason (extended illness, family emergency, funerals, etc.). **Students attending a medical appointment are encouraged to obtain an appointment slip from their medical provider to excuse their absence as a medically excused absence rather than one of their five parental excused absences.**

Pre-planned absence slips are encouraged for extended family trips and other appointments. A written request must be made to the principal prior to the day of the student's absence. The student must make arrangements with each of his/her teachers to complete make-up work before the absence. **Pre-approved absences are counted as parental excused absences for truancy purposes.**

For unexcused absences, it will be counted as a truant day. For unexcused absences without parental consent, students may be required to make up the time missed through detention as assigned by the school principal.

POST-SECONDARY VISITS

Juniors and Seniors may schedule two technical college or university visits per year, which will be considered excused absences. Students participating in site visits must return a signed document from the college or technical school in order to be considered excused for the day.

REPORTING ABSENCES

Parents, guardians, or legal adult students must contact the Flambeau Attendance office to report absences from school. Call (715)532-3181 ex.2221 to report an absence. Make this call between 7:30 a.m. and 1:00 p.m. to have the absence placed on the daily called in list. Students who are legal adults are eligible to manage their own attendance. This eligibility may be revoked if an administrative concern is raised about attendance activity. Adult students may be asked for their reason for being absent. If asked, students must provide an answer and possibly proof to be excused.

TRUANCY

"Truancy" means any absence of a part of or one or more days from school during which the principal hasn't been notified in writing of the legal cause of such absence by the parent or guardian of the absent student. Students who are truant may be required to make up each class missed in detentions equal to the number of classes missed.

HABITUAL TRUANT

A habitual truant is defined as a student who is absent from school without an acceptable excuse for part of or all of five or more days on which school is held during a school semester.

School districts are required by law to schedule a meeting with the parent(s)/guardian of a habitual truant to discuss the student's truancy within a specific time period. The date for the meeting must be within five school days after the date that

the habitual truancy notice has been sent to the student's parent/guardian. With the consent of the student's parent/guardian, however, the date for the meeting may be extended for an additional five school days. Habitual truants will be referred to the Rusk County Department of Social Services and the court system. As stipulated in State Statute 118.15, **any person who knowingly contributes to the truancy of a minor may be fined up to \$500.00, or imprisoned up to 90 days or both.**

FMHS will use the following procedure to address Unexcused Absences and Habitual Truancy

- A. First unexcused absence: Call home.
- B. Second unexcused absence: Call home.
- C. Third unexcused absence: Call home and a letter home from FMHS and/or law enforcement.
- D. Fourth unexcused absence: Call home, and principal/assistant principal will complete an academic assessment, complete a truancy packet (for referral to Health and Human Services), and meet with student and parent/guardian. The parent/guardian should contact the school to meet with the principal/assistant principal.
- E. Fifth unexcused absence: Call home and a five-day letter sent home with a **warning**.
- F. Sixth (and additional) unexcused absence(s): Call home and **county citation and/or referral to law enforcement.**

TARDINESS

A student is considered to be tardy any time he/she is not in the assigned seat at the beginning of any class. Teachers will enter tardies into Skyward. After two tardies, a student may be issued a detention, and for every subsequent two tardies, additional detention may be issued at a minimum. Students reaching **ten or more** tardies in a quarter or 45-day period will be referred to the Rusk County Youth Council Teen Court Program or issued a truancy citation. If students are late to school, the principal's discretion may be used to determine if the tardy was unavoidable (i.e., poor weather conditions, car troubles, etc.).

GRADUATION PARTICIPATION

Participation in commencement exercises is a privilege reserved for students who meet academic, disciplinary, and forty (40) hours of service-learning standards. Seniors must meet all graduation requirements and obligations before participating in Graduation ceremonies. Requirements include acquiring all academic credits. Obligations include serving all detentions and suspensions and paying all money owed to the school, including class dues, sales, library fines, fees, and fines incurred for lost or damaged items, as well as lunch/meals. Seniors should contact the Administrative Office if they have questions regarding their obligations. The Principal will determine whether students with excessive attendance records be allowed to participate in graduation exercises (this does not pertain to excused absences-see School Attendance).

Students and parents will be notified by phone, in person, or by letter as soon as possible during the student's senior year if the student is not participating in the ceremony. Students transferring to the School District of Flambeau will have a formal evaluation of credits completed by the counselor. Any students at risk of not graduating with their class will be notified. Students at risk of not graduating may be given a program of studies that could allow them to graduate. Progress will be reported on a quarterly basis.

EARLY GRADUATION

The Board of Education acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class. Application for early graduation will be submitted to the high school principal in accordance with school regulations. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements. The student may participate in the graduation ceremonies with his/her designated class

LEAVING SCHOOL DURING THE DAY

All students must notify the office and secure permission before leaving the building. If a student becomes ill during the school day, the person will inform his or her instructor who will send him or her to the nurse's office. Transportation will be arranged for the student if necessary.

If a student should have to leave school during the day (medical appointment, funeral, etc.), the parent must notify the school office and a release pass will be issued. If the student returns the same day, the student must check back in at the office.

EARLY RELEASE - WORK RELEASE

The graduation standards law requires students to be in class or in a board-approved activity every period of every day in the high school grades. The graduation standards law prevents the school from releasing students from school early to work. Work experience programs and Youth Apprenticeships for which credit is given or which the school supervises are approvable and highly encouraged through the counseling office.

STUDENT WORK PERMITS

Every employer must obtain a work permit for each minor under 16 before he permits the minor to do any work. No permit is required for agriculture or domestic service outside of school hours or for volunteer work for non-profit organizations where no employer/employee relationship exists. **Work permits are issued at the Ladysmith City Hall - 715-532-2600.** Due to excessive unexcused absences, the principal may suspend that a student can leave school on a work permit, or if in their judgment it is in the best interest of the minor to do so. WI Statute 103.72(1).

STUDENT CONDUCT

Student conduct at Flambeau Middle School-High School, on the campus area surrounding the school, at school activities at home, away or while riding the bus, is expected to be exemplary at all times. The school utilizes the Positive Behavior Intervention System (PBIS) model for behavior expectations (matrix included at beginning of handbook).

Classroom teachers and area supervisors will make the students aware of expected behaviors. In general, the following disciplinary methods will be used depending upon the seriousness of the offense and the individual circumstances surrounding it. The following are general policies developed by the administration and faculty with approval of the Board of Education.

MINOR BEHAVIOR INCIDENT: The student will confer with the staff member and participate in a reteaching activity of the expected behavior. A disciplinary assignment may be assignment by the classroom teacher. The incident will be documented. The classroom teacher may assign a disciplinary assignment. The incident will be recorded as a minor behavior **incident**.

If the behavior is a **repeated issue in the same classroom for three documented incidences**, the student will be referred to the office. Once reported to the office, the incident will be recorded as a major behavior incident **in Skyward**.

MAJOR BEHAVIOR INCIDENT: In major behavior incidents, a conference will be held with the building principal and/or Assistant Principal after receiving a referral from the staff member involved. If a disciplinary assignment is assigned, the parents will be notified.

In severe behavior infractions, school suspension(s) may be **assigned**. A parent and a Principal/Assistant Principal conference will be arranged (a phone conference may suffice). Students suspended from school are not allowed to participate in any school-sponsored event, including athletics and clubs, until re-admittance to class and school.

BULLYING (see also: Bullying Board Policy 5517.01)

The School District of Flambeau is committed to creating a supportive, safe, caring, and respectful learning environment for all students that enforces protection against bullying. Bullying includes aggressive behavior that is intentional and involves an imbalance of power between the bully and the bullied. Either an individual or a group typically bullies over time. Bullying takes many forms, including, but not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages. Bullying is a form of victimization and is not necessarily a result of or part of an ongoing conflict. Teasing, put-downs, name-calling, cruel rumors, false accusations, and hazing can also characterize bullying.

An act of bullying, by either an individual student or group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees, as well as bullying by an adult staff member bullying a student or another staff member.

No employee of the School District of Flambeau shall permit, condone, or tolerate bullying. Consent by a student being bullied does not lessen the prohibitions contained in this policy.

Students who believe they have been bullied should promptly complete a Bullying Reporting Form. These forms can be obtained from any teacher or from the office. This form will serve as the first step in the investigation process. When it is determined that a student participated in bullying behaviors, s/he will face disciplinary action.

Bullying Report

Report made by:

Date:

Location of Incident:

Time of incident:

Name of the student who is bullying you:

Please describe in detail exactly what occurred, anyone who was involved, and any possible witnesses. Details are important; use the back if needed:

Questions to Answer	Yes	No
Has this happened more than once?	<input type="checkbox"/> If yes, how often? _____	<input type="checkbox"/>
Are you friends with this person?	<input type="checkbox"/>	<input type="checkbox"/>
Have you told any other adults about this?	<input type="checkbox"/> If yes, who? _____	<input type="checkbox"/>
Do you believe this person has more power than you?	<input type="checkbox"/> If yes, how? _____ _____	<input type="checkbox"/>
Bullying is defined as “unwanted aggressive behavior that is repeated over time and involves an imbalance in power”. Based on this definition, do you believe the student named is bullying you?	<input type="checkbox"/>	<input type="checkbox"/>

I certify that all statements made above are true to the best of my knowledge. I understand that if I falsify this document, I can be held subject to consequences at school and by legal authorities (if applicable). I understand that in a true bullying situation, the school counselor cannot keep the information confidential and will need to bring this to the attention of school officials.

Signature:

Date:

Action Taken:

Administrative Signature:

Date:

DETENTION

Detention is an added period of time that is assigned outside the normal class time schedule (e.g., lunch, before school, after school). The students are responsible for showing up on time for all assigned detentions. Students who do not report for detention may be given additional time to serve. Failure to report a second time may result in an in-school suspension or other disciplinary action. **A student who is absent on the day of an assigned detention will serve the detention on the next detention day they are in school.** Any time a student is assigned after-school or before-school detention, the parents or guardian will receive notice from the school.

DRESS CODE

Generally, students may dress in any style they desire as long as their chosen attire does not cause a disruption or distraction in the school environment, reveal intimate body parts, or pose a safety risk to the student or others. The following examples are intended to represent these limitations.

- A.** Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes, or slippers shall not be worn except for school activities approved by the principal).
- B.** See-through or mesh garments must not be worn without appropriate coverage underneath that meets the minimum requirements of the dress code.
- C.** Students may not wear hats, caps, bandannas, or hoods during the school day in any classroom, lunchroom, or commons area. However, as a safety measure, hats may be worn in the shop classroom when welding.
- D.** Students in industrial tech, art, and science will abide by the regulations as outlined by their teacher.
- E.** Students must wear their clothing at a level that does not expose more than two inches of his or her back, sides, or stomach and does not expose any intimate body parts. Shorts and skirts must be fingertip length or longer.
- F.** Students may not wear clothing with vulgar or obscene statements.
- G.** Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- H.** Students may not wear clothing with statements or pictures promoting illegal drugs, tobacco, alcohol, sex, violence, or gang activities.

Students who refuse to comply with dress code rules will be subject to discipline for insubordination/non-compliance as follows:

Step 1: Asked to remove items as appropriate, turn shirts inside out, or call home for new clothes to be delivered. The school will provide articles of clothing to cover up, if necessary.

Step 2: Verbal warning. The student will be asked to take it off or will be referred to the office.

Step 3: The parent will be contacted. An insubordination/non-compliance referral will be entered into Skyward, and the student will serve a two-hour detention.

BACKPACKS/BAGS/PURSES

Backpacks, bags (except Chromebook cases), and purses are prohibited in classrooms or common areas such as the lunch room. These items should remain in the student's locker. Exceptions can be made by the principal for medical needs, etc.

TECHNOLOGY (see also: POSSESSION OF PERSONAL COMMUNICATION DEVICES (PCDs))

Flambeau Middle and High School seeks to integrate technology into the daily life of students. Students use technology to collaborate, communicate, think critically, and be creative. An important component of integrating technology into the classroom is to teach appropriate online behaviors. Teachers will frequently review expectations for the safe and responsible use of technology. In addition to the rules set forth below and in the Responsible Use Policy, students will be expected to comply with all school and classroom rules when using technology. Students who use technology inappropriately and/or violate the Responsible Use Policy may be subject to more severe responses/consequences.

All student users will log into the School District of Flambeau Shared wireless network. The Responsible Use Policy must be signed by both students and parents before a student can use technology in school. Students who are issued a device by Flambeau (as a part of our 1:1 initiative) are not to act as administrators of their devices. The administrator of the device is the Technology Director. Students may not install peer-to-peer software on school-issued devices. Students will be responsible for maintaining their devices, updating their operating system software, and performing necessary tasks for the general care of the device. If a school-issued device is damaged, the user may turn in their device to the MS/HS IMC, which will submit the device for repair. To offset the cost of repairs, users will pay a deductible each time the device is submitted for repair.

- A.** The cost per repair submission is \$60 if the repair cannot be done in-house.
- B.** Replacement cost for lost or damaged chargers is \$20.
- C.** Removing identifying labels will be treated as damages. (See IMC or the Technology Director immediately for label replacement as needed.)
- D.** If a computer is lost, replacement cost will be billed.

RESPONSIBLE USE POLICY

The School District of Flambeau puts tremendous value in the power of educational technology. We utilize technology to teach students the 21st-century skills necessary for success in a competitive, global economy. Access to technological tools is an essential component of education, especially when coupled with engaging learning and instruction in how to use those tools responsibly and effectively. The school's information technology resources, including e-mail and internet access, are provided for educational purposes. You, the technology user, are responsible for activities done on the computer. Consult teachers, supervisors, or the Technology Director to avoid possible missteps. Using District technology responsibly contributes to continued access to the District's technological resources, a safer school environment, and good digital citizenship practices. Students are to act as good stewards (caretakers) of their devices.

Responsible users respect and protect the integrity, availability, and security of all electronic resources by:

- Observing all district Internet filters and network best practices.
- Reporting security risks or violations to a staff member or administrator.
- Protecting data, networks, or other District and individual resources.
- Notifying a staff member or administrator of network or assigned device malfunctions through the helpdesk.

Responsible users respect and protect the privacy of others by:

- Using only assigned accounts.
- Viewing, using, or copying passwords, data, or networks to which they are authorized.
- Refraining from distributing private information about others or themselves.

Responsible users respect and protect the intellectual property of others by:

- Following copyright laws (not making illegal copies or downloading music, movies, etc.).
- Citing sources when using the work of another (not plagiarizing).

Responsible users respect and practice the principles of the community by:

- Communicating only in ways that are kind and respectful.
- Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally accessing, transmitting, copying, or creating illegal material (such as stolen materials or illegal copies of copyrighted works).
- Reporting threatening or discomfiting materials to a teacher, administrator, or Technology Director.
- Not using the resources to further other acts that are criminal or violate the school's expectations of students.
- Avoid spam, chain letters, notifications from websites such as Pinterest, etc., or other mass unsolicited mailings.
- Refraining from selling, advertising, or otherwise conducting business unless approved as a school project.

Responsible users respect the learning environment by:

- Using technology for educational purposes.
- Following the directions of teachers, staff, and administrators.
- Wearing earbuds, listening to music, watching videos, etc., are allowed only at the teacher's discretion.
- Not playing games or participating in other distracting activities during class.

Responsible users respectfully use social media by:

- Being respectful in all communications (by word, image, or other means).
- Not using obscene, profane, or vulgar language.
- Not bullying, harassing, threatening, slandering, or otherwise insulting other students, staff, or any other individual, group or organization.
- Not discussing or encouraging illegal activity, the use of alcohol, tobacco, or drugs; sexual behavior, harassment, or bullying.
- Do not post images of other students, staff, or other individuals without their consent.
- Honoring the privacy of others and not posting confidential information.

Students who post images of other students, staff, or classrooms without the consent of the teacher or person will serve a minimum two-hour detention.

Users may, if in accord with the above policies and handbook policies:

- Design and post web pages and other material from school resources.
- Communicate electronically via tools such as e-mail, chat, or videoconferencing (with teacher permission).
- Install or download software on district-issued devices with the prior expressed consent of the IT Director.

Failure to adhere to these expectations will result in a referral to the office. These expectations apply to all School District equipment, accounts, applications, and networks.

The use of District-owned information technology resources, including network access, is not private. Personal devices are subject to monitoring as well. School and network administrators and their authorized employees monitor the use of digital resources to help ensure that users are secure and conform to this policy. The District reserves the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person or to protect property.

- They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.
- The District reserves the right to determine what constitutes responsible use as technology changes and to limit access to such uses. The District also reserves the right to use student work to recognize student achievement and for school promotions. Students will be recognized for their work, although superseded by a media opt-out release form on file for that student.

Student: I have read and agree to follow the SCHOOL DISTRICT OF FLAMBEAU Responsible Use Policy. I understand that any violation of these expectations may result in the loss of any or all technology privileges and that additional responses may be determined and carried out by the district.

Student Signature: _____ Grade: _____ Date: _____

Parent/Guardian: I have read the SCHOOL DISTRICT OF FLAMBEAU Responsible Use Policy. I understand the access is for educational purposes and that SCHOOL DISTRICT OF FLAMBEAU has taken precautions to eliminate controversial material being viewed by users. However, I recognize that it is impossible to restrict access to all controversial materials and will not hold SCHOOL DISTRICT OF FLAMBEAU, or any staff member responsible for materials acquired over the internet or other digital means. I hereby give my permission for my child to have the privilege of internet access and grant permission to use technology in school and accept responsibility for monitoring my child's actions when at home. I also understand I will be responsible for material costs incurred by my child's actions.

Parent/Guardian Signature: _____ Date: _____

CELL PHONES AND PERSONAL COMPUTER DEVICES (see also: Student Use of Cell Phones)

Students voluntarily may bring cell phones on school property. Students choosing to do so, must follow school rules. The principal and assistant principal can gain possession of a student's device if it is involved in an investigation of improper behavior. Students serving in-school suspension or detention may be expected to place cell phones in a sealed envelope during their time in the office. Cell phones may be used before school, during passing time, during lunch, and after school provided, they do not become a disruption to the educational environment. Cell phones brought to the classroom, MUST be stored in the classroom organizer provided and left there until the end of the period. Teachers may allow students to access cell phones for educational purposes during class time if it is part of their lesson. Students must use earbuds/headphones when playing audio. Students may not take pictures of other students unless given permission to do so. Device use is prohibited in locker rooms and bathrooms and is grounds for suspension. The School District of Flambeau assumes no responsibility for lost, stolen, or damaged devices, including lost or corrupted data on those devices.

HIGH SCHOOL - Cell phones may be used before school, during passing time, during lunch, and after school provided, they do not become a disruption to the educational environment. Cell phones brought to the classroom, MUST be stored in the classroom organizer provided and left there until the end of the period. Teachers may allow students to access cell phones for educational purposes during class time if it is part of their lesson. Students must use earbuds/headphones when playing audio. Students may not take pictures of other students, unless given permission to do so. Device use is prohibited in locker rooms and bathrooms. The School District of Flambeau assumes no responsibility for lost, stolen, or damaged devices, including lost or corrupted data on those devices.

MIDDLE SCHOOL - Cell phones may be used before school, during lunch, and after school provided, they do not become a disruption to the educational environment. Cell phones brought to the classroom, MUST be stored in the classroom organizer provided and left there until the end of the period. Teachers may allow students to access cell phones for educational purposes during class time if it is part of their lesson. Students must use earbuds/headphones when playing audio. Students may not take pictures of other students, unless given permission to do so. Device use is prohibited in locker rooms and bathrooms. The School District of Flambeau assumes no responsibility for lost, stolen, or damaged devices, including lost or corrupted data on those devices.

1st Offense: The device will be confiscated by school personnel and taken to the principal's office. The student may retrieve it at the end of the school day.

2nd Offense: The device will be confiscated by school personnel and taken to the principal's office. The student will be assigned a detention and the device will be held until picked up by a parent/guardian.

Further Offenses: Discipline may include a loss of privileges for up to a year and/or suspension.

Students who post images of other students, staff, or classrooms without the consent of the teacher or person will serve a minimum two-hour detention.

TOBACCO-ALCOHOL-DRUGS (see also: STUDENT ALCOHOL/TOBACCO USE)

The following will not be tolerated on the school campus, in the school building or at any school function both at home and away:

- A.** The use or possession of any tobacco product or vaping devices;
- B.** The consumption or possession of any alcoholic beverage;
- C.** The use or possession of any other drugs;
- D.** The attendance at school or school functions while under the influence of alcohol or other drugs.

All violators will be immediately suspended from school, their parents will be notified, and they will be referred to the proper authorities when necessary.

1st Offense: 1 day out of school suspension; parent contacted; and an athletic code violation if student-athlete

2nd Offense: 2-day out-of-school suspension and 1-in-school suspension where student will complete a learning project on the harmful effects of vaping; possession ticket if underage, a potential second ticket for distribution if they shared it, a 2nd athletic code violation if student-athlete, possible referral for potential substance counseling, communication that a 3rd offense may result in a potential recommendation for expulsion or expulsion abeyance agreement.

3rd Offense: 3-day out-of-school suspension and referral to the Rusk County substance abuse prevention program. Law enforcement will be notified to determine if a ticket should be issued. Removed from all athletics/extra-curricular activities for a year (3rd code violation). Students may be recommended for expulsion or expulsion abeyance agreement.

DEFACING SCHOOL PROPERTY

Any student found writing on desks, walls, lockers, or destroying school property will pay for the damage and/or be placed in detention or suspended from school.

MOTOR VEHICLES

Driving a motor vehicle to school is a privilege and should not be abused. **All drivers must have a valid motor vehicle license and insurance coverage.** Drivers are expected to drive safely and courteously to and from school due to the number of children in the area and the heavy traffic. A regulation by the School Board prohibits any student from driving, or riding in or on any motor vehicle during the hours of 8:00 a.m. and 3:35 p.m. of a school day. To drive or ride between those hours, you must receive permission from the principal and parents.

Students will park all vehicles in the high school parking lot on the south side of the building only. Student vehicles **MUST BE** registered in the Administrative Office. Students may have their right to bring motor vehicles onto the school grounds revoked. Please follow the Enter and Exit signs when entering and leaving the school parking lot.

Snowmobiles and 4-wheelers must be parked on the west side of the building by the shop doors **ONLY** and remain there all day. Vehicles may **NOT** be parked by the FACE classroom. No other student may drive or ride your ATV.

No other students are allowed in other parking areas during the regular school day. Only those students with early dismissals from the office may leave the parking area during the day or those students moving their vehicles to and from the Auto Mechanics Shop. The school assumes no responsibility for any vehicles while on school grounds. When buses are loading students at the end of the school day, **all** traffic will leave the south parking lot by the front side of the school. There will be no exceptions. Students violating this policy may forfeit their right to use the student parking areas and may be subject to further disciplinary action.

The parking lot is school property; therefore, school authorities may open and inspect vehicles at any time to ensure a safe school environment. Dogs may also be utilized to search parked vehicles.

BUS RIDING RULES

1. Observe the same conduct as in the classroom.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not be destructive.
7. Stay in your seat.
8. Keep head, hands, and feet inside the bus.
9. The bus driver is authorized to assign seats
10. Upon arrival at school, students may not leave the grounds without written permission from the office, i.e., going uptown, returning home
11. The student must have a bus note from parent and signed by the office to ride a different bus or have an alternative stops.

Failure to follow these rules and/or the bus driver's directions can result in disciplinary actions, including the loss of bus riding privileges. The buses may be equipped with video cameras which will be used to help identify inappropriate student behaviors. **Please refer to the bus Behavior Minor/Major Flowchart.**



MINORS

DISRUPTIVE BEHAVIOR (YELLING, THROWING ITEMS)
SAFETY (OUT OF SEAT, HEAD/ARMS OUT OF WINDOWS)
DISRESPECT (INAPPROPRIATE LANGUAGE/HAND GESTURES, ARGUMENTS, DEFIANCE)
PROPERTY MISUSE (DRAWING ON SEATS, TAKING SOMEONE ELSE'S PROPERTY, LEAVING GARBAGE)
EATING/DRINKING WHEN NOT APPROPRIATE



RESOLUTIONS

RETEACHING (COULD CONSIST OF CLEANING BUS, PHONE CALL HOME, LETTER, DETENTION, LOSS OF PRIVILEGES, RESTORATIVE PRACTICE, UNDERSTANDING OF RULE/EXPECTATION, ASSIGNED SEATS)

TRACKED QUARTERLY

4TH OFFENSE IN A QUARTER IN THE SAME CATEGORY BECOMES A MAJOR

MAJORS

SAFETY (ANYTHING OCCURRING IN FRONT OF THE FRONT SEAT)
PHYSICAL AGGRESSION
WEAPONS OR POSSESSION OF BANNED ITEM
USE OR POSSESSION OF TOBACCO/DRUGS/ALCOHOL
SEXUAL HARASSMENT/BULLYING
VANDALISM



RESOLUTIONS

COULD CONSIST OF DETENTION, SUSPENSION, PARENT CONFERENCE, LAW ENFORCEMENT INVOLVEMENT, RETEACHING OF EXPECTATION, ASSIGNED SEATS

BUS SUSPENSIONS:

1ST MAJOR: UP TO 3 DAYS OFF

2ND MAJOR: UP TO 5 DAYS OFF

3RD MAJOR: UP TO 10 DAYS OFF

DEPENDING ON THE SEVERITY, BUS SUSPENSIONS COULD BE LONGER OR PERMANENT

EXPULSION PROCEDURE OVERVIEW (see also: STUDENT SUSPENSION/EXPULSION)

- A.** The principal of the school of the student involved or the Superintendent shall set forth, in writing, the conduct of the student that is the basis for his request that the Board of Education or hearing officer expel the student.
- B.** The Board or hearing officer shall deliver to the student and to his parent(s)/guardian a copy of the charge and a notice of a hearing thereon. A copy of Wisconsin Statutes 120.13(1)(b)(c) is also delivered at the same time.
- C.** The hearing shall be held within 15 days after the principal or superintendent has filed with the Board Clerk or hearing officer the charge against the student.
- D.** The student and his parent(s)/guardian shall be advised in the notice of their right to cross examine witnesses, to bring before the Board of Hearing officer evidence and witnesses, and to be represented by an attorney.
- E.** Upon ordering the expulsion of a student, the Board Clerk or hearing officer shall file a notice of such order with the parent(s)/guardian of the student.
- F.** A parent(s)/guardian of an expelled student may appeal the expulsion to the Department of Education. An appeal may be taken from his decision within 30 days to the district court of the county in which the school is located.

Legal Reference: Wisconsin Statutes Sections 118.13 and 120.13 (1)(c) PI 9, Wisconsin Administrative Code

FIRE DRILLS/EVACUATIONS

State law requires monthly fire drills and/or alternative safety drills. All students are to proceed as follows when the alarm is sounded:

- A.** Leave the room quickly and quietly in a single file and orderly fashion according to the posted instructions in each room.
- B.** The first people to reach the exits are responsible for holding the doors open until all are out.
- C.** Once outside, go to a place designated by school officials.
- D.** No one is to stop for personal belongings.

- E. Report to your teacher for roll call and further instructions.
- F. Return to the classroom when the signal is given.

TORNADO SAFETY DRILLS

Upon receiving a tornado warning, an announcement will be made over the public address system. Students are to move quickly to their assigned shelter areas and assume "the protective position." They are to remain there until the "all clear" is given over the P.A. In the event of an electrical failure, the warnings and all clear would be sounded either verbally or by blowing a whistle.

VIDEO SURVEILLANCE

Video surveillance is installed throughout the building to help ensure a safe environment for students, staff, and visitors.

INSURANCE

Please report all school and athletic injuries to your teacher or coach, no matter how small. Parents may want to purchase an insurance policy for their students to cover accidents that may occur during the school year.

Personal property stolen in school is not covered by the school's insurance. School districts do not carry this coverage. Many families have a homeowner's policy that covers such theft.

VISITORS

All adult visitors are expected to enter the school through the office and sign in to the visitor log if entering the building. In general, for reasons of control and security, student visitors are not allowed to attend classes nor visit students at Flambeau Middle School-High School. The principal will handle any questions arising from student visitations. Parents/guardians wishing to visit with their child(ren) during the school day must make arrangements through the school office. Any families of prospective students wishing to visit or have their child visit, FMHS must contact the FMHS office in advance and make arrangements with the school principal.

FACULTY WORKROOM

Students are not allowed in the teachers' workroom for any purpose. When looking for a teacher, a student should knock before entering.

POLICY FOR POSTING NOTICES

- A. Permission must be obtained from the principal to post notices.
- B. Unless a bulletin board is available, masking tape must be used to fasten the notices.
- C. Notices may be posted for dances, sports activities, yearbook sales, etc.

PUBLIC ADDRESS SYSTEM

All announcements will be made during the morning announcements. All announcements **must be written out and cleared by the principal**. Announcements must include the **day** and **date** to be read. Announcement blanks may be secured from the office as well as any other announcements to be made to ensure that there will be no conflicts created by your meeting.

PHONE CALLS

If parents need to be contacted for illness or in case of an emergency, students must use the office phone (not a personal cell phone).

LOST AND FOUND

All articles found should be brought to the principal's office and lost items reported to that office.

DANCES AND SOCIAL ACTIVITIES

- A. The school closing time for all dances, social events, etc., is to be 11 p.m. unless otherwise permitted by the principal.
- B. All student activities will be properly supervised by advisors or sponsors. At least two sponsors will be present.
- C. Once a student leaves, he will not be permitted to re-enter.
- D. There will be no loitering in the halls at any time.
- E. Only Flambeau students and their dates will attend these gatherings unless otherwise indicated.
- F. Dates who are not students at Flambeau must complete the guest request form and get approval through the Principal's office to attend. Guests who are more than one year out of high school will not be approved.
- G. All school functions of this type should not be held on a night followed by a school day unless approved by the administration.
- H. Only middle school students will be allowed to attend middle school dances. Only high school students (and older

guests with the permission of the principal) can attend high school dances, which include the homecoming and prom dances. Parents and/or guardians can attend as chaperones and during designated viewing times.

- I. School rules apply. Students with dresses or other clothing items that do not conform to the school dress code, must get principal approval prior to the event.

SCHOOL CLOSINGS

Inclement weather occasionally will necessitate the closing of school, based on the determination of the Administration as to the safety of each student who normally walks to school and the hazards of bus transportation. Messages of closing will be broadcast to parent telephones through our automated Skyward messaging system. They will also be broadcast on WLDY/WJBL, and iHeart radio stations, as well as Channels 13 (WEAU) & 18 (WQOW) television. Broadcasts normally begin at 6:00 a.m. Announcements of this nature can also be found on the school's social media and websites as well as a Skylert school messenger notification.

VIRTUAL LEARNING DAYS FOR INCLEMENT WEATHER EVENTS

Often, an inclement weather event comes with some warning, and we can prepare a day or so ahead. When we suspect that a virtual snow day may be imminent, students will be prepared ahead of time and sent home with expectations of work to be completed on the snow day. On virtual learning days, your child will be required to complete the following work based on what their teacher has assigned:

- A. **Grades 6-12** - Students will complete assigned coursework for individual classes through one or more of the following instructional practices:
 - a. Google Classroom Meets: Based on what the teacher has communicated, this may be done individually or as a group.
 - b. A hard copy of the assigned task will be sent home before the snow day with the student to be completed and returned the following day.
 - c. Assigned tasks govern in shared Google classroom which student will complete and submit
 - d. Special Education Minutes - Virtual meets as identified in the IEP or assigned tasks given in hard copy form through Google Classroom.
- B. If the suspected snow day is known in advance, Middle School students will be sent home with a Chromebook which they must return the following day.
- C. All students are expected to complete assigned work and submit it on the virtual school day electronically, or on the following day upon returning to school for a grade.

All classroom teachers will be available by email or Google Classroom for the entirety of the virtual school day. Please feel free to reach out to them or contact them on a virtual school day if you are unsure of what your child needs to complete or if they need assistance with their assigned task.

END-OF-THE-YEAR CHECK OUT

Every student in the middle/high school MUST have an end-of-the-year checkout sheet on file. (These will be distributed to students at the appropriate time before the end of the year.) The purpose of this form is to show that a student has checked out of each of his/her classes and the library and does not owe any money in any areas before they leave school. If money is owed, the student can pay it at the time of final checkout, or the school will send a bill to the parents informing them of any money owed. All obligations should be met at the end of each year.

FAMILY (CHURCH) NIGHT

Wednesday night is designated as family and church night. On Wednesdays, all extra & co-curricular practices and activities must end no later than 5:45 P.M. No school events or activities will be scheduled for the remainder of the evening unless there are extenuating circumstances. In such cases, prior approval by the principal is required.

CLUBS, GROUPS AND ACTIVITIES

Art Club

If you have a serious interest in Art, become an Art Club member. Students have an opportunity to select a trip to possible locations such as the Milwaukee Art Museum, House on the Rock, Cave of the Mounds, Neville Museum in Green Bay, and the Minneapolis Institute of Arts. Students are asked to participate with a fundraiser to help support the trips. There will be a fee to join. Prerequisite: Art class

Drama Club

The Drama Club offers interested students an opportunity to develop in the creative theater arts. The purpose of drama club is to peak interest in theater and hope to encourage and excite students to participate in future school musicals. Students will: improve acting and speaking skills; work on projection and improv; and to work on coming out of their comfort zone and getting into acting of other characters.

History Club

History Club is a group open to all HS students. It is a great way to share your interest in History with other students. Students will take a field trip to learn and understand the relationship between geography, human environmental impact, science and technology and how all are intertwined.

Middle School & High School FFA

The mission of the FFA is premiere leadership, personal growth and career success. There is an **opportunity to excel for anyone who is interested**, whether you grew up on a farm or not. Supervised agricultural experiences ranging from landscaping to animal care to wildlife to leadership enable members the opportunity to earn money, develop essential job skills, and earn awards/scholarships. (Members need to have at least one Agri-science course during their four years of high school to be a member.)

Family, Career, Community Leaders of America (FCCLA) Club

Family, Career, Community Leaders of America is a non-profit organization for young men and women. It is a Career and Technical student organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education.

Flambeau S.T.E.M. Clubs (Science-Technology-Engineering-Math)

Drone Edventures (Gr.4-8) Students learn basics of legal recreational operation of mini and small drones, earn a recreational drone pilot's certificate, and enjoy flying drones in & out of doors as weather permits. (Spring 5 weeks)

Engineered Machines (Gr. 5-12) Students create *Rube Goldberg* type machines using found materials. Junior level teams are Gr 5 and 6-8, and Senior level teams Gr 9-12. (Winter 8 weeks)

Tough Cookies Robotics (Gr. 4-8) A 3–10-member competitive team must work together to design, build, and program a robot to complete missions, as well as investigate a global problem and find a unique solution to present to a field of experts. (First Semester)

Middle School & High School Forensics Club

Do you enjoy acting and making new friends? Do you want to improve your presentation skills while working toward a trip to Madison? If so, forensics is the club for you. Forensics is nationally recognized at both the high school and college level; it will look great on your work and/or college applications. With sixteen different individual or group categories to choose from, you can't go wrong! Categories include play or solo acting, various types of presentations, poetry and literature readings, and so much more. Don't worry! Not every category requires memorization, and we start preparing for competition in the fall. Competition begins with sub-districts in February and ends with State at UW-Madison in April.

National Honor Society (NHS)

NHS is a club that "honors" students for their academics as well as their leadership, character and service. Throughout the year, the NHS is involved in many community service activities.

Student Council – High School

The Student Council is headed by a group of executive officers and composed of student representatives. Officers are elected by popular vote of the students. The Student Council is responsible for Homecoming and other dances throughout the school year. We want to make the students feel that they are getting involved with their school.

Student Council – Middle School

The Student Council purpose is to plan all the activities the middle school will participate in for that school year. Activities planned can include a dance, roller skating, a movie, several activity periods with competition, and an end-of-the-year activity. It's a great way to prepare the students for high school club responsibilities!

FBLA-High School -FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

Health Occupation Student Association (HOSA)

Health Occupations Students of America (HOSA) is a student organization that aims to prepare future healthcare professionals. It provides opportunities for students interested in careers in health sciences, including medicine, nursing, dentistry, pharmacy, radiology, and more. Students have a chance to engage in hands-on learning and build relationships with peers who share similar interests. HOSA promotes personal growth while encouraging students to give back to their community through service projects and health-related campaigns.

Participation in extracurricular clubs and organizations is a privilege. To attend school-day events, students must be passing all classes and have had no suspensions in the quarter. Clubs and organizations are encouraged to set higher expectations for their members on an individual organization basis.

NONDISCRIMINATION (see also: EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT)

The Flambeau School District is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964, (race, national origin, color), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability).

All students, regardless of sex, shall have comparable facilities for locker rooms, showers, toilets and any other educational facility. This includes comparable space, number of lockers, showers and other locker room facilities. Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

It shall be the responsibility of the District Administrator to examine existing policies and develop new policies where needed to ensure that the Flambeau School District does not discriminate pursuant to federal and state law. The District Administrator shall ensure that an employee is designated annually to receive complaints filed under federal and state law. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with state law is completed as required and that the proper forms are submitted to the Department of Public Instruction (DPI) as required. The district designee for filing complaints is:

Erica Schley, Superintendent School
District of Flambeau
P.O. Box 7
N4540 County Rd I
Tony, WI 54563
715-532-3183
erica.schley@flambeauschools.org

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notice is hereby given that pursuant to the Family Educational Rights and Privacy Act and Wisconsin State Statutes (118.125(b) and (2)(j)), that the School District of Flambeau designates the following as Directory Data Information as provided in said Federal Act and State of Wisconsin Statutes:

Student's name and address; telephone; date and place of birth; participation in officially recognized activities; photographs; and other pertinent information for activities programs, annual information and school newspaper articles.

As amended by the "No Child Left Behind Act" of 2001, military recruiters will now have access to Directory Information.

Any parent, guardian or eligible student may inform the School District of Flambeau by completing the district's "Request To Withhold Directory Data Information" form at the office of the student's school of attendance that all or any part of said information may not be disclosed without parent, guardian or adult student's consent. Such notice must be given to the School District of Flambeau within thirty (30) days of this published notice.

All previous notices withholding "Directory Data Information" are void at the time of publication of this notice. Complaints regarding student records must be filed with the District Administrator.

START COLLEGE NOW (SCN) PROGRAM

The Start College Now (SCN) program allows pupils who have completed 10th grade to have the option to take one or more courses at an institution of higher education (IHE) for high school and/or technical college credit. For the SCN program, IHE refers to an institution within the Wisconsin Technical College system.

A pupil who intends to utilize the SCN program must adhere to the following timelines:

- A. Students should apply to the school board by March 1st for the fall semester and October 1st for the spring semester. SCN is not available for summer courses.
- B. SCN paperwork specific to the IHE for which students are requesting courses is available on IHE websites or through the school counseling department.
- C. Additional Information:
 - a. The student/family is responsible for any transportation costs involved.
 - b. Students must be in good academic and disciplinary standing to be considered.
 - c. There may be some course options available through FHS distance learning opportunities for Gr 11 and 12. See the FHS Course Description book and your school counselor about these opportunities.

If you have any questions regarding the Start College Now Program, please contact Mrs. Bev Carlsen, Middle/High School Guidance Counselor at 715-532-3183.

EARLY COLLEGE CREDIT PROGRAM (ECCP)

The Early College Credit Program (ECCP) was established in 2017 as a replacement for the Youth Options program. The ECCP allows Wisconsin public and private high school students to take one or more courses at an Institution of Higher Education (IHE) for high school and/or college credit. For this program, IHE refers to an institution within the University of Wisconsin system, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. Technical colleges are not eligible institutions under this program.

A pupil who intends to utilize the ECCP program must adhere to the following timelines:

- A. Immediately contact the IHE from which admission is being sought to determine the application and admission process required by the IHE.
- B. By October 1st, (for classes being held in spring semester of the current school year) or by March 1st (for classes being held in the fall semester of the next school year) notify the school board of the district in which the pupil is enrolled, of his or intention to attend an IHE under the ECCP program.
- C. The notification must include the following information:
 - a. Pupil's name, address, date of birth, telephone number, and grade in school
 - b. Name of the pupil's parent or guardian
 - c. Name of the IHE the pupil plans to attend
 - d. Title of the postsecondary course or courses in which the pupil intends to enroll
 - e. Number of postsecondary credits for each course
 - f. Whether the postsecondary course will be taken for high school or postsecondary credit
- D. As soon as possible, notify the school board whether the pupil has been admitted to the IHE and whether the pupil is registered to attend a postsecondary course
- E. The school board, by November 15 (for the spring semester of the school year), or by May 15 (for the fall semester of the school year,) will notify the pupil if the postsecondary course selected will be awarded high school credit and how much credit will be awarded.
- F. Within 30 days after receipt of the school board's decision regarding satisfaction of high school graduation requirements or the number of high school credits to be awarded, a pupil may appeal the school board's decision to the state superintendent.
- G. Additional Information:
 - a. The student / family is responsible for any transportation costs involved.
 - b. Students must be in good academic and disciplinary standing to be considered.
 - c. There may be some course options available through SHS distance learning for Gr 11 and 12. See the SHS Course Description book, ACP documents and your school counselor about these opportunities.

If you have any questions regarding the Early College Credit Program, please contact Mrs. Bev Carlsen at 715-532-3183.

PERSONAL COMMUNICATION DEVICES – Board Policy 5136

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, during after school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered off or placed into silent mode and stored out of sight.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

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

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

Except as authorized by a teacher, administrator, or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

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

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

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

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

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

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

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

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

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

POSSESSION OF PERSONAL COMMUNICATION DEVICES (PCDs)

Except as authorized under Board Policy 5136, use of PCDs in school, on school property, at after school activities and at school related functions will be subject to disciplinary action.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension or expulsion, as well as referral to law enforcement.

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

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

Any person who discovers a student using a PCD in violation of the foregoing as contained in Board Policy 5136 is required to report the violation to the Principal.

PROMOTION, PLACEMENT, AND RETENTION – Board Policy 5410

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such a pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A.** completed the course requirements at the presently assigned grade;
- B.** in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C.** demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D.** demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th grade examination, unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.

USE OF TOBACCO AND NICOTINE BY STUDENTS - Board Policy 5512

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless

of content at any time on school property or at off-campus, school-sponsored events. The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products on school property or at off-campus, school-sponsored events is prohibited.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

DRUG ABUSE PREVENTION – Board Policy 5530

The administration and staff recognize that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, our school strives to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A.** all dangerous controlled substances as so designated and prohibited by Wisconsin statute; and
- B.** all chemicals which release toxic vapors; and
- C.** all alcoholic beverages; and
- D.** any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy; and
- E.** "Look-alikes", and
- F.** Anabolic steroids; and
- G.** Any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike and any drug-paraphernalia at any time on school property or at any school-related event is prohibited. Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines.

WEAPONS - Board Policy 5772

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law without the permission of the District Administrator.

This prohibition does not apply to cased, unloaded firearms in a locked vehicle driven or parked in any part of school grounds used as a parking facility, and ammunition for such firearms.

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 whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The District Administrator is authorized to establish instructional programs on weapons and reporting and dealing with violations of this policy.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

- A.** weapons under the control of law enforcement personnel;
- B.** items pre-approved by the District Administrator as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved (working firearms, except those protected at all times by a cable or trigger lock, and live ammunition will never be approved);
- C.** theatrical props used in appropriate settings; and
- D.** a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the student's class work.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

SUSPENSION AND EXPULSION - Board Policy 5610

Board Policy 5610 authorizes the use of suspension and/or expulsion as follows:

Suspension

A. Duration and Grounds for Suspension

The Principal or a person designated by the Principal may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days or ten (10) consecutive school days 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 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 School Board member of the School District in which the student is enrolled;
- f. 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 teacher designated by the District Administrator shall suspend a student if the student possessed a firearm 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.

Suspension Procedure

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

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

Notice of Suspension

The parent or guardian of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail. Oral notice may also be given to the student's parent or guardian; however, it will be confirmed in writing.

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 or guardian to request that s/he pick up the student. If the parent/guardian 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.

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 coursework missed during the suspension period. Such work shall be completed pursuant to the procedures established by the School Board **Reference to the Suspension in the Student's Record**

- A. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.
- B. The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or his or 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.
- C. 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; and
 - 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.
 - d. The District Administrator, or the administrator's designee, shall make his or her finding within fifteen (15) days of the conference.

Co-Curricular or Extra-Curricular Participation

A student's participation in co-curricular or extra-curricular activities during a suspension **is not allowed.**

Expulsions

Grounds for Expulsion

The School 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 School 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.

Expulsion for Bringing a Firearm to School

The School Board shall expel a student from school for not less than one (1) year whenever it finds the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, 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.

Expulsion Hearing

Prior to expelling a student, the School Board shall provide the student with a hearing. Prior written notice of the expulsion hearing must be sent separately both to the student and his/her parent(s) or guardian(s) if the student is a minor; otherwise just to the student. The notice will comply with the requirements of State law.

The student, or the student's parent if the student is a minor, has the right to request a closed hearing or the Board may choose to close the hearing. The student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.

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.

Student Records

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

Discipline of Disabled Students

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

SEARCH AND SEIZURE - Board Policy 5771

The Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and those routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the District Administrator and building principals.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. The 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 or is under the influence of an

alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators may attempt to contact the Sheriff's Department officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Parking Permit Required

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, written consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

Use of Dogs

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

- A.** The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.
- B.** The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
- C.** The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standards applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY - Board Policy 7540.03

Students are encouraged to use the school's technology resources for educational purposes. Use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical, and legal manner. Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Unauthorized or inappropriate use, including any violation of the District's policies and administrative guidelines, may result in cancellation of the privilege, disciplinary action consistent with the School's rules, and civil or criminal liability. Smooth operation of the School's network relies upon users adhering to the District's policies and administrative guidelines. Prior to accessing the Internet at School, students must sign the Student Technology Acceptable Use and Safety Agreement once each year.

Violation of the Student Technology Acceptable Use and Safety Agreement may result in disciplinary consequences up to and including expulsion from the District, civil liability and/or referral to law enforcement.

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

Use of District technology resources to engage in "cyberbullying" is prohibited. "Cyberbullying" involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others."

Cyberbullying includes, but is not limited to the following:

- A. posting slurs or rumors or other disparaging remarks about a student or school staff member on a web site or on weblog;
- B. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
- C. using a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students or school staff;
- D. posting misleading or fake photographs of students or school staff members on web sites.

To the extent permitted by the First Amendment, instances of cyberbullying off school grounds that disrupt the school environment or interfere with the learning process will be considered violations of the Student Code of Conduct.

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

EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT - Board Policy 5730

It is the policy of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents who have questions should contact Erica Schley at 715-532-3183.

It is also the policy (Policy 5517) of the District to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

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

Any person who believes that the Flambeau School or any staff person has discriminated against them in violation of these policies may file a complaint. A formal complaint can be made in writing to a District Compliance Officer listed below:

Betsy Miller
4YK-5 Principal
715-532-3183
N4540 County Rd I
Tony, WI 54563
betsy.miller@flambeauschools.org

Chad Gago
6-8 Principal
715-532-3183
N4540 County Rd I
Tony, WI 54563
chad.gago@flambeauschools.org

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

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying, and not harassment under Policy 5517, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

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

Harassment means behavior toward a student or group of students based, in whole or in part on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. Examples of conduct that may constitute harassment include:

- A. graffiti containing offensive language;
- B. name calling, jokes or rumors;
- C. threatening or intimidating conduct directed at another because of the other's protected characteristic (e.g., sex, race, learning disability);
- D. Notes or cartoons;
- E. Slurs, negative stereotypes, and hostile acts which are based upon another's protected characteristic;
- F. Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- G. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, the individual's protected characteristic; or
- H. Other kinds of aggressive conduct such as theft or damage to property, which is motivated by a protected characteristic.

SEXUAL HARASSMENT

Sexual harassment deserves special mention. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

Sexual harassment may include, but is not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;

- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status; or
- F. unwelcome behavior or words directed at an individual because of their sex or sexual orientation;

Sexual harassment examples include, but are not limited to:

- A. Repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- B. Rating a person's sexuality or attractiveness;
- C. Staring or leering at various parts of another person's body;
- D. Spreading rumors about a person's sexuality;
- E. Letters, notes, telephone calls or materials of a sexual nature;
- F. Displaying pictures, calendars, cartoons or other materials with sexual content;
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another; or
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

It is also the policy of the School that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student. An inappropriate boundary invasion by a District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment.

If you wish to report harassment, please contact one of the Compliance Officers listed above.

A copy of the school's Board's Anti-Harassment Policy 5517, including the reporting, investigation, and resolution procedures, is available in the school office and on the District's web page.

BULLYING - Board Policy 5517.01

Bullying is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent. Bullying can be physical, verbal, electronically transmitted, psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Examples of bullying include:

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

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. If the investigation finds that aggressive behavior has occurred, it will result in prompt and appropriate discipline, co-curricular sanctions and/or disciplinary action up to and including suspension or expulsion. Individuals may also be referred to law enforcement officials.

HEALTH SERVICES POLICY- Board Policy 5310

The Board may require students to submit to periodic health examinations to:

- A. protect the school community from the spread of communicable disease;
- B. determine that each student's participation in health, safety, and physical education courses meets his/her individual needs;
- C. determine that the learning potential of each child is not lessened by a remediable, physical disability.

The District shall specify the need for health services which may include, but not be limited to:

- A. student physical examinations;
- B. athlete physical examinations;
- C. dental examinations;
- D. vision screening;
- E. audiometric screening.

Any health services program should also include instruction to staff members on the observance of students for conditions that indicate signs of physical health conditions which may be pertinent to the student's ability to fully access the District's programming.

The Board shall directly notify the parents of students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening is scheduled or expected to be scheduled for students if the examination or screening is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of a specific student, or other students.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

EMERGENCY NURSING SERVICES – Board Policy 5310.01

To provide for the protection of the students, the District shall make available emergency nursing services during the regular school day and during all school-sponsored student activities.

The District shall provide for the management of illness (Policy 5310, Policy 5335, Policy 8450, and Policy 8453), accidental injury (Policy 5340 and Policy 5341), and the administration of medication and emergency care (Policy 5330). The policies shall include protocols for recording all administration of emergency nursing services.

The District Administrator shall develop guidelines that will provide student emergency information cards, equipment, supplies, and space for the emergency nursing services that are appropriate and readily accessible to facilitate the provision of such services consistent with the services developed through this policy. The District Administrator shall also identify a licensed physician to serve as a medical advisor.

The District shall make available emergency student information, first aid supplies, and appropriate and accessible space for the rendering of emergency nursing services.

This policy and the additional policies providing for the provision of emergency nursing services to students has been developed and has been reviewed by the school nurse in cooperation with other School District personnel and representatives from community health agencies and services. The nurse shall review and evaluate emergency nursing services each year, including a review of the policies referenced above, and shall report to the Board regarding such services and bring proposed revisions of any policies to the District Administrator who will review and forward such revisions to the Board for consideration.

HOMELESS STUDENTS – Board Policy 5111.01

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing¹, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 - 1. programs for children with disabilities;
 - 2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));

3. programs in career and technical education;
4. programs for gifted and talented students;
5. school nutrition programs; and
6. before- and after-school programs.

The District Administrator will appoint a Liaison for Homeless Children who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. For more information on the role of the Liaison, refer to AG 5111.01.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian, or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings, or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career, and technical education, advanced placement, online learning, and charter school programs (if available).

Transportation

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian, or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District, and Board policies, the District will provide the parent, guardian, or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian, or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian, or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age-specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AG 5111.01, AG 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

CHILDREN AND YOUTH IN FOSTER CARE – Board Policy 5111.03

The Board recognizes the importance of educational stability for children and youth in foster care. Further, the Board recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and supports in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, the District will collaborate with the Department of Public Instruction (DPI), other schools and school districts, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

Definitions

Children who meet the Federal definition of "in foster care" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, students in foster care will not be stigmatized or segregated on the basis of their status. The District shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized Protected Classes (Policy 2260). The District shall regularly review and revise its policies, including school discipline policies that may impact students in foster care.

Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in:

- A. foster family homes;
- B. foster homes of relatives;
- C. group homes;
- D. emergency shelters;
- E. residential facilities;
- F. child care institutions; and
- G. pre-adoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. 1355.20 (a)).

School Stability

The District shall remove barriers to the enrollment and retention of children and youth in foster care in schools in the District. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

The District shall meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. The District shall identify which students are in foster care and shall collaborate with State and tribal child welfare agencies to provide educational stability for these children and youth. District staff will work closely with child welfare agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- A. a child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- B. if it is not in the child's best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment; and
- C. the new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student's Individualized Education Program (IEP) if applicable. (ESEA Section 1111(g)(1)(E)(i)-(iii)).

Best Interest Determination

In making the best interest determination, the District will follow the guidelines established by DPI and the State or tribal child welfare agencies. The District shall utilize the prescribed process in conjunction with local child welfare agencies in making best interest determinations. Once a determination is made the District shall provide the decision in writing to all relevant parties, in collaboration with the appropriate child welfare agency. When making decisions regarding educational placement of students with disabilities under IDEA and Section 504, the District shall provide all required special educational and related services and supports provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

Dispute Resolution Process

If there is a dispute regarding whether the educational placement of a child in foster care is in the best interest of that child, the dispute resolution process established by the SEA shall be used.

The District's representatives shall collaborate fully in this process, considering relevant information regarding academic programming and related service needs of the child, and advocating for what the District believes is in the best interest of the child.

To the extent feasible and appropriate, the child will remain in his/her school of origin while disputes are being resolved in order to minimize disruption and reduce the possible number of moves between schools. (ESEA Section 1111(g)(1)(E)(i)).

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

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

Local Point of Contact

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

Records

The District shall provide privacy protections for children and families and shall facilitate appropriate data-sharing pertaining to children in foster care between child welfare and educational agencies, in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 – Student Records.

Services to Children and Youth in Foster Care

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students in the District including:

- A. educational services for which the student in foster care meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- B. preschool programs;
- C. programs in career and technical education;
- D. programs for gifted and talented students; and
- E. school nutrition programs; and
- F. before- and after-school programs.

Transportation Services

The District shall provide transportation services for children in foster care consistent with the procedures developed by the District in collaboration with the State or local child welfare agency. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care.

In order for a student in foster care to remain in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child's placement in foster care. The District's transportation services will provide that:

- A.** Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act; and
- B.** If there are additional costs incurred in providing transportation to the school of origin, the District shall provide such transportation if 1) the local child welfare agency agrees to reimburse the District for the cost of such transportation; 2) the District agrees to pay for the cost; or 3) the District and the local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

Coordination of Service

Since foster care placements may occur across district, county, or State boundary lines, coordination among multiple agencies may be necessary. The District will work with appropriate State and local agencies to address such placement and transportation issues that arise. The District shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children and youth in foster care.