

TEACHER PROCEDURES



**“A mind that is stretched by a new experience
can never go back to its old dimensions.”**

Oliver Wendell Holmes Sr.

**Birchwood Schools
2017-2018**

TABLE OF CONTENTS

ABUSE/NEGLECT REPORTING	1	OBSERVATIONS/EVALUATIONS	6
ACTIVITIES CODE POLICY	1	PARENTAL CONTACTS	6
ALICE - SCHOOL SAFETY	1	PERSONAL APPLIANCES	7
ANIMALS IN SCHOOL	1	PHONE CALLS/PHONE SYSTEM	7
ATTENDANCE PROCEDURES	2	PHOTOCOPY CODE	7
BLOODBORNE PATHOGENS	2	PURCHASE ORDERS	7
CHEATING/PLAGIARISM	2	RADIOS	7
CLASSROOM RULES	2	RELIGIOUS ACCOMMODATIONS	7
COMMITTEES	2	RETENTION OF STUDENTS	7
CONFIDENTIALITY	2	SCHOOL SAFETY PLAN	7
DEFICIENCY REPORTS	3	SPECIAL SERVICES REFERRALS	8
DISCIPLINE	3	STAFF LISTS	8
FACULTY WORKDAY	3	STAFF ABSENCE PROCEDURES	8
FIELD TRIPS	3	STUDENT MEDICAL	
FIRE DRILLS	4	INFORMATION	8
FOOD IN CLASSROOMS	4	STUDENT SCHEDULE CHANGE	
FUNDRAISERS	4	PROCEDURES	8
GRADING	5	STUDY HALL	9
GRADE RECORDING &		SUBSTITUTE FOLDERS	9
REPORTING PROCEDURES	5	TORNADO/SEVERE STORM DRILLS	9
HALL, LUNCHROOM &		VENDOR CONTRACTS	9
BUS SUPERVISION	5		
HOMELESS CHILDREN &		<u>ATTACHMENTS</u>	
YOUTH EDUCATION	5	ANIMALS IN SCHOOL	9
IMC/COMPUTER LABS	5	CHEATING/PLAGIARIS	11
INSTRUCTIONAL EQUIPMENT	6	CODE OF CLASSROOM &	
ISSUING TEXTBOOKS	6	SCHOOL CONDUCT	12
LESSON PLANS	6	RETENTION OF STUDENTS	16
LUNCH ACCOUNTS	6	SCHEDULE CHANGE POLICY	17
LUNCH COUNT/PROCEDURES	6	GRADUCATION HONORS	17
MENTOR/HOMEROOM TEACHERS	6	STUDENT ACCESS: SECTION 504	19

Abuse/Neglect Reporting

If any staff member has reason to suspect a student is being abused or neglected, it is required by Wisconsin State Statute for the staff member to report this to the proper County Social Services. The guidance department will help the staff member to determine who to contact, but the staff member who has the suspicion is the person by law who should speak to the proper authorities. *Mandatory Reporting of Child Abuse and Neglect: Training* - Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect. To ensure that all employees understand their responsibilities as a reporter, all employees are required to complete a training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter. This training is at <http://dpi.wi.gov/sspw/can.html> and view the Mandatory Reporting of Child Abuse and Neglect - Training for All School Employees webcast. At the end of the webcast, participants will be able to print out a dated completion certificate to document their viewing. This certificate should be sent or turned into Mrs. Birdsill.

Activities Code Policy

An Activities Code policy has been established to define the expectations of the students who wish to participate in co/extra-curricular activities. An updated copy of this policy can be found in the office. All staff members should be familiar with what the policy defines as co/extra-curricular activities. Staff should also be aware of the consequences listed for students who do not meet the scholastic eligibility requirements of the policy. This policy deals with both middle school and high school students.

ALICE - School Safety

ALICE is the acronym for the tactics that the Birchwood School District has adapted to increase chances for survival during an active shooter event. Teachers should be conscious of the ALICE tactics and how it applies to the classroom and the school as a whole. (See District Safety/Management Handbook) Each teacher should have an emergency plan that is in writing and that is communicated with substitute teachers and students. ALICE lockdown drills will be performed annually.

Special Note: Each employee, including substitute teachers, are authorized to call a lockdown whenever a threat is evident. Staff should use their office phones to dial 72#15 to make an announcement. Once a staff member makes the lockdown PA call, they should call 911.

Animals In School

The Birchwood School Board has adopted a policy dealing with animals in school and in the classroom. This was done to protect staff and students from exposure to possible disease and/or danger. Animals on school grounds should always be part of a well-documented curriculum that details how the animal will be integrated into the classroom setting. Teachers must:

- Receive permission from the principal, before an animal is brought on school grounds. Request forms can be found with the policy.
- Notify parents/guardians in writing, prior to animal being brought to school. Form can be found with policy.
- Notify building staff members of the animal's presence and who will be near or handling the animal. Form can be found with policy.

All staff members should familiarize themselves with the contents of this policy. A copy of the policy is included in the handbook. (See page 9)

Attendance Procedures

All student attendance will be performed on Infinite Campus. Attendance should be taken each period in the middle and high school. Pre-K through grade five teachers will take attendance in the morning and afternoon. Important reminders for attendance:

The teaching staff is expected to take attendance in a timely manner. Always mark students absent if they are not in class. (If a student is on a school sponsored field trip, Mrs. Birdsill will excuse the students from the field trip list she receives from the teacher in charge.

Substitute teachers and physical education teachers will send a slip to the office with the period/morning/afternoon attendance listed on it. The attendance on the computer or on paper must be done each period/morning/afternoon whether all students are present or not.

Tardies: The office will issue late slips for first period and immediately after lunch. Teachers will provide the consequence for all students who arrive late from a previous class.

Bloodborne Pathogens Training:

Staff will annually view a Bloodborne Pathogens (BBP) Training, either online, on DVD or in person. Once viewed, Staff will complete a form to be turned into the office stating that they have completed the BBP training and understand Bloodborne Pathogen procedures.

Cheating/Plagiarism

Academic honesty has been recognized as a cornerstone of our educational mission. A policy dealing with cheating/plagiarism has been adopted by the Birchwood School Board. This policy is included in this handbook. (See page 11) It is important that staff become familiar with what the policy states all staff will do. This includes having written consequences for cheating as part of the classroom rules. Staff should also report all violations to the office so that student activities can be tracked in all classrooms. Each staff member should spend time going over this policy with each new class throughout the year.

Classroom Rules

As part of the disciplinary procedures each staff member should have for their room, a copy of the classroom rules. This list of rules should be posted in the classroom. A copy of this list should be turned into the office by the end of the first week of school. Any revision of this list should also be submitted to the office. The classroom rules should include not only rules, but possible consequences for violations of these rules. It is important that staff be consistent on enforcing school rules both in the classroom and in the hallways.

Committees

The School District of Birchwood has several committees available to staff members. These committees include: AODA, Technology, School Leadership Team, Educational Options, Building & Grounds, Policy, and National Honor Society Selection. Staff members are encouraged to get involved by finding out about these committees and joining those that are of interest to them.

Confidentiality

As a professional, teachers at times have access to information not open to the general public. Teachers should not share this information with others. This could mean not sharing information with a colleague. The sharing of information can lead to disciplinary actions up to and including termination.

Deficiency Reports

The Birchwood School District promotes open communication with parents. This includes keeping parents apprised if a student is not doing well. Teachers should notify parents in a timely manner if a student's grade is not satisfactory. Teachers should automatically send a deficiency report to parents of students who are earning a grade of D or F during the quarter. It is not necessary to wait until mid-quarter to make this report. It is also important to notify parents should a grade slip after mid-quarter grades are reported.

Discipline

Teachers are expected to maintain discipline in their classrooms. Clearly defined rules along with possible consequences **must be** posted in the room and discussed with the students on a periodic basis. Staff is also responsible for seeing that students conduct is also appropriate in the halls, in the lunchroom, on the playground, or when students are on a field trip. This includes when students are not under the teacher's direct control. Teachers are **not to leave their classes unsupervised**.

There are policies and procedures dealing with the removal of a student from a classroom. Copies of these are attached to the handbook. (See page 12)

Most discipline should be dealt with by the teacher. If at all possible, the student and teacher should discuss the problem without having a confrontation in front of the class. Students should be treated with the same respect that teachers expect from their students. The teacher should never make a statement that he/she cannot follow through. Should it be required that a student is sent to the office, the teacher should contact the office to inform them that a student is on the way and why the student is being sent. It is the responsibility of the principal to decide the length of time the student is removed from the classroom. The teacher must have a written statement to the principal within 24 hours as to why the student was removed. The principal will contact the parents about the removal.

Students in middle school and high school should have a pass from a staff member to leave the room. Elementary teachers are expected to go with their students to and from class and other activities. If necessary, the teacher should lead them so that the class does not run in the hallway.

Faculty should refrain from touching a student unless absolutely necessary.

Faculty Workday

The faculty workday is to consist of eight hours. On most days teachers may arrive any time from 7:30 a.m. to 7:55 a.m. and may leave after completing eight hours. All faculty members are required to attend the weekly meetings that occur at 7:30AM. By 7:55AM all faculty members should be at their stations; meaning in their rooms, at a meeting, or on hall duty. At the end of the day, staff members should remain in their room or area until at least 3:35 p.m. unless attending to other school business. This will give students an opportunity to locate staff in their rooms. Staff should periodically remind students that he/she will be available after school.

Field Trips

The primary purpose of most field trips should be educational, connected to what is being studied in a class or directly a part of the function when scheduled for a club. "Reward" field trips are not considered to be educational. In almost all circumstances, field trips are voluntary on the part of staff members. Teachers and Administration have the authority to develop guidelines for student participation - including how students qualify to go on the field trip.

All field trips must be approved by Administration ahead of time and budgeted for by teachers (Please use the Field Trip Request Form found in the office). If a bus is needed for approved trips, the teacher/advisor should speak to Mr. Stanley about arranging for a driver. Approved trips should be put on the district's calendar as soon as they are arranged. When the school is providing transportation, the FIELD TRIP PERMISSION forms are required for all students participating in the field trip. This form should also indicate the type of transportation to be used. These slips should be left with the office on the day of the field trip. At no time should students be allowed to transport other students.

Field trips that require students to stay overnight must be pre-approved by Mr. Stanley. Students also must have their parents complete and sign the Overnight Trip - Parent Permission Waiver. Please see Mr. Stanley for this form.

A list of all students participating should be given to all faculty and Mrs. Henk at least 24 hours prior to the field trip. When on a field trip, staff should take a list of those participating, emergency information, medical information including allergies, as well as first aid supplies. An updated Field Trip Policy can be found in the office.

Fire Drills

Fire drills are to occur at least once a month. Each room is assigned an exit to be used when the fire alarm sounds. Faculty members should post the fire drill procedure and have a copy of it in the sub folder. They should inform the students on a periodic basis the exit that should be used and the importance of an orderly evacuation. Please remind students that the evacuations are timed. Teachers should take with them the attendance materials and should be sure that the last person is out of the classroom. Teachers should shut, but not lock the door. Do not touch the light switches. Everyone must evacuate the building and remain outside until directed to return. Elementary students are to report to their assigned areas in the playground area. Other students and staff are to move away from the building until an all clear signal is given by administration.

Special Note: Each employee, including substitute teachers, is authorized to pull the fire alarm when warranted. Once a staff member pulls the alarm, they should call 911.

Food in Classrooms

Teachers should insure that students only have open food/drink in designated areas. There should be no open food/drink in hallways, lockers, computer labs, or IMC. No food or drink should be allowed in the area of computers at any time.

Fund Raisers

All fund raisers are to be approved by the principal. A form must be filed with the Principal prior to any group or organization holding a fund raiser. A maximum of two fund raisers may be scheduled at any one time. Available fund raiser dates can be viewed on the Fund Raiser Calendar on Google Calendar. Door to door sales by elementary students is discouraged.

It is recommended that all fund raisers require payment in advance. Payments should be made by check whenever possible. All cash and checks from fund raisers must be turned in to Mrs. Birdsill by noon on Friday. The advisor must count the money prior to turning in the money. A deposit slip must accompany the money with all information completed on the slip. No money should be kept in a teacher's room or desk. **NO** purchase of materials should be made without prior approval, a purchase order number, and proper documentation being on file. Advisors should keep an updated copy of a record of inventory, with a copy on file with Mrs. Birdsill in the office.

Each fund raiser must be reconciled upon completion. A copy of the reconciliation form must be attached to the original request form on file with Mrs. Birdsill. **NO FUNDS WILL BE RELEASED TO THE ORGANIZATION/GROUP UNTIL THE RECONCILIATION IS COMPLETED.** The rules are for the protection of the advisor of the group or organization running a fund raiser.

Grading

Grades are given on a quarterly basis with mid-quarter grades being issued for all middle and high school students. Elementary grades are given on a trimester basis. All teachers are required to use the Infinite Campus grade book. Staff members are responsible for defining their grading system. This system should be in writing and should be shared with their students on a quarterly basis. It is important to have a system that pushes the advanced students without losing the lower level student. **Be sure to set the expectations high enough to challenge all students.** The Graduation Honors policy states that all A+ grades are worth 4 points on a 4.0 scale. (See page 17) Deadlines will be set each grading period and staff members are required to have grades recorded/entered in the computer prior to the deadline. A deadline will be set for students as to when the incomplete grade should be made up. Whenever possible, incompletes should be changed in the office within two weeks of the end of a quarter. It is the teacher's responsibility to see that any grade recorded as incomplete is changed to either a passing or failing grade within 3 school days of receipt of the student work being turned in. If the student does not make up the incomplete, the teacher should inform the school counselor as to whether a failing grade should be recorded.

Grade Recording & Reporting Procedures

All grades in the elementary, middle and high school will be recorded through the Infinite Campus student management software. All staff members will be responsible to keep their Infinite Campus grade book updated. Graded assignments should be entered into the Infinite Campus grade book no later than Thursday of each week. Parents will have access to teacher's Infinite Campus grade books. Help will be provided by tech support, office personnel, and other staff members who are familiar with the grade book. A window of time will be given at mid-quarter and the end of each quarter for staff to complete grades. All staff is expected to submit grades during the assigned period of time.

Hall, Lunchroom & Bus Supervision

The majority of the faculty is assigned specific areas for hall and lunchroom duties prior to the start of the school day. Faculty should be on duty by no later than 7:55 a.m. Faculty assigned to hall and lunchroom duty is also responsible for bus supervision after school. Faculty should be on duty immediately after students are dismissed from class. If there is a conflict, the faculty member should arrange for their replacement. Be sure that the schedule for this duty is listed in the sub folder. Faculty members are expected to be actively engaged with students while supervising.

Homeless Children And Youth Education

The federal government has expanded the definition of Homeless Children to include those who are in transition between housing, have no permanent housing, etc. If a teacher believes that a child is homeless, they should contact the Superintendent for additional information. Schools are required to be flexible in the educational placement for homeless children.

IMC/Computer Labs

The use of the IMC and computer labs, mobile computers, and Ipads for instructional purposes is highly encouraged. Faculty members should sign-up prior to its use. Technology use will be on a first come first serve basis unless there is an emergency situation. There will be times that these facilities will be closed to students. Individual students should only be sent when there is a specific reason for them to use the facilities.

Instructional Equipment

Faculty members are responsible for the instructional equipment issued to them. Prior to the equipment being removed from the building, a Use Form should be filled out and turned into Mrs. Johnson for approval.

Issuing Textbooks

Faculty members are to record the number and condition of all textbooks issued to students. Any textbooks issued to students are expected to be returned with no more than normal wear and tear. Should a textbook be turned in that has been abused or if a textbook is not returned, the faculty member should inform the student and parent of the replacement cost and report the charges for damages or cost of the new book to the office.

Lesson Plans

All faculty members are expected to write lesson plans. These plans should be written in such a way that a substitute teacher will be able to understand what is expected of the students for a given day. The plans should be kept in a place that if the teacher is absent, the sub will be able to easily find them. If a teacher thinks that there may be times that a sub will not be able to accomplish a lesson, then possible alternate lesson should be in the teacher's sub folder. Substitute teachers have been directed to inform administration if no lesson plans or alternate plans are available. Administration is directed to discuss this with teachers should it become a repeated occurrence.

Lunch Accounts

Teachers eating school lunch should make sure their lunch accounts are kept current. Teachers are to establish an account by depositing a minimum of \$10.00 per teacher. All family member meals are deducted from the same account. It is expected that family accounts have a positive balance. Families will be contacted to add money to their account when the balance is \$5.00 or under.

Lunch Count/Procedures

Teachers with a first period class should e-mail Raimi the lunch count for that day. This e-mail should be sent at the beginning of the first period. Substitute teachers and physical education classes should include the lunch count on the attendance slip sent to the office the first period. Classes should make every effort to arrive at the lunchroom at the assigned times. Elementary teachers are to stay with their students at least until everyone is through the line. Staff members may eat their lunch in the commons area or the teacher's lounge.

Mentor/Homeroom Teachers

Most staff members will be considered a mentor or a homeroom teacher for a group of students. Periodically though out the year, the staff member will be required to hand out information or collect information from those students they are responsible for. It is expected that the staff member will do this as instructed by the office and it will be done in a timely manner.

Observations/Evaluations/Student Learning Objectives

Observations, Evaluations and Student Learning Objectives will be grounded in the Wisconsin Department of Public Instruction's Educator Effectiveness System. Teachers will be responsible for completing yearly, individual and/or group, Student Learning Objectives (SLO). Teachers will continually document artifacts to the MyLearningPlan - Oasys web-based software with regular observations and summative evaluations occurring ever three years.

Parental Contacts

The School District of Birchwood prides itself on the working relationship it has with parents and community members. Parental contacts take place in many forms. This may include talking with a parent in the hallway after school or at a school function. It may be a phone call or a written communication sent home. It can also be a formal meeting taking place with the parent and possibly other staff members and administration. It is important to keep

the lines of communication open with parents. However, no staff member needs to tolerate being verbally abused by a parent, either over the phone or in person. Staff members should be aware that they can ask for a conversation or meeting to terminate should the parent become verbally abusive. This can be done in a professional manner, with the parent being asked to set up a meeting where administration can be present.

Personal Appliances

At no time should a teacher have personal appliances in their classroom. Items included but not limited to refrigerators, microwaves, coffeemakers, and heaters should not be in the classroom without administrative approval.

Phone Calls/Phone System

Office personnel will not inform staff of phone calls unless the caller states it is an emergency. Staff members should check their voice mail daily. The phone system will be used for announcing meetings, etc. Staff members are to maintain security of phone codes needed to access various phone features and uses. Staff members should not allow students to use their phone unless the staff member is having the student call home or the phone call is part of an assignment. Students should be directed to use the phone in the office. Staff members should issue the student a pass if the student is allowed to leave the room to use a telephone.

Photocopy Codes

Staff should make a conscious effort to reduce/limit the number of colored copies made throughout the school year. Each teacher will be given a user code to use when making copies. Teachers should use only their code and not allow others access to their personal code.

Purchase Orders

All purchases must be made through a purchase order approved ahead of time. Personal purchases of items where reimbursement is sought should be done on a limited basis, and with prior administrative approval. These items shall be checked in with the Business Office.

Radios

When staff leave the building with a group of students for a walking trip or use of the playground area, they should pick up a radio from the office. This includes physical education classes. In emergency situations it is important that the office be able to reach the teacher and students who are out of the building.

Religious Accommodations

The School District of Birchwood has a policy dealing with students and religious accommodations. The district will provide for the reasonable accommodations of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Any such requests should be directed to the principal. Should the request be denied, a parent may appeal the decision to the district administrator.

Retention of Students

Retention of students should not be the first choice. Preventative measures should be implemented first. This procedure is outlined in the policy on retention included with this handbook. (See pages 16) The key to this procedure is the notification to parents at the early stage of discussion. Accurate records should be kept. The counselor should be involved at all stages of this process. The policy states that the school board will have final determination regarding approval of all retentions.

School Safety Plan

It is the responsibility of every staff member to be familiar with the school safety plan. Each staff member will be issued a Safety Plan at the beginning of the school year teacher meeting. A copy of all evacuation

procedures should be posted in the room, with extra copies placed in the substitute folder. Staff members should have their keys with them at all times. Substitute teachers will be issued a room key for the day they are subbing.

Special Services Referrals

There are several types of referrals that staff can make for services. Among these are Special Education referrals and Section 504 referrals (See Page 19). The school counselor is the 504 Coordinator. The type of problem a student is having can dictate the type of referral to be made. Special Education referrals should be made only after the RtI process has been completed and other needed avenues have been pursued. Check with the IEP coordinator for the proper forms and procedures to follow when a Special Education referral is made. The Director of Special Education will answer any questions on this procedure. From time to time staff members will be requested to participate in an IEP meeting. It is important that staff input be available at these meetings. We ask that staff members make themselves available for these meetings. Arrangements can be made for a classroom to be monitored while the staff member attends the IEP meeting.

Staff List

A list of emails, phone extensions, and job positions of all current employees will be distributed at the beginning of the year teacher meeting.

Staff Absence Procedures

If a staff member is aware that they will be absent for any upcoming school day(s), it is that staff members responsibility to contact the office manager for the arrangement of a substitute teacher. If a situation occurs that requires a staff member to have an unplanned absence, a phone call to Mr. Stanley (715-492-7526) should be made between 5:45 a.m. and 6:15 a.m. the morning of the absence. Should an emergency develop after that time, then the staff member should phone Mrs. Birdsill.

Staff members should complete and turn into the office a Teacher/Support Staff Absence Request Form after each absence. This form can be picked up in the office. Forms should be filed even if there was no substitute needed for your position that day. This form is the paper trail for all absences. Any staff member having three or less days of absence due to illness, personal, or emergency leaves will be given an attendance bonus as listed in the Administrative Rules.

Student Medical Information

If a staff member is provided medical information about a student from the parent, the staff member should share the medical information provided with the office. Teachers must be aware and follow student's medical plans. This information can be found on Infinite Campus and a hardcopy will be stored by Mrs. Henk. It is important that your substitute teachers are informed of this information, and medical plan information is taking on field trips.

Student Schedule Change Procedures

There will be times that a student's schedule will need to be changed. When this occurs, the teacher will be informed by the school office. The teacher will then be required to sign that he/she was aware of the change in the student's schedule. This signature will be used to insure that the teacher is informed and is not intended to show the teacher's agreement on the change. The guidance office will add the student to the class roster and the name of the student should automatically appear when the teacher takes roll call. Policy included with handbook. (See page 17)

Study Halls

Study halls are expected to maintain a learning atmosphere. Rules for study hall should be clearly posted and a copy should be on file with the principal. **Study halls are not to be a student lounge.** This includes when a study hall is held in the common's area. Students are expected to be able to study without being bothered by others. **No students are to be allowed to play games or watch non-educational videos.** Students are to remain in the study hall unless they have a specific reason for leaving. Students are not to go to the IMC without having a pass. This pass should be issued to students only when they have a specific need for materials and equipment in the IMC. Students should not to go to the IMC to talk or play games. The IMC director may remove any student who fails to comply with the rules. The ability for a student to leave study hall may be taken from them by administration for failure to comply with rules and/or for not being in an assigned area.

Substitute Folders

Each faculty member is to have a substitute teacher folder. This folder should include the following: daily schedule and procedures, class lists, possible alternative lesson plans, current seating charts if students are assigned seats, where materials can be found for students to complete assignments, schedule of special activities (music lessons, etc.), list of dependable students to call on for help, list of classroom procedures and rules the teacher expects students to follow, list of students who may need to go to the office for medication, copy of master schedule if in middle or high school classroom, any special duties the teacher may be assigned and when they are scheduled, tornado and fire drill procedures, School Safety Plan procedures, any special sheets such as playground rules, list of aides or adults who may enter or work in the room with students during the day, and any other materials the teacher may think helpful to an orderly classroom. The teacher should keep this folder current and make changes throughout the year.

Tornado/Severe Storm Drills

Tornado/Severe storm drills will occur each Spring. The procedure for a tornado/severe storm drill and the assigned safe area should be posted in the classroom as well as to be part of the sub folder. In case of a Tornado/Severe Storm, all students will report to the weight room and hallway area outside the weight room area. Faculty members are to inform their students of the area they are to report to in the event of a tornado/severe storm. Faculty members should report to this area upon hearing the announcement and help keep the students calm and quiet. Staff and students should then listen for any further instructions.

Vendor Contracts

Staff members are not to enter into any vendor contracts. All contracts must be processed through normal district procedures. This includes any fund raiser activities.

ATTACHMENTS

**Animals in the Classroom Policy
From CESA 10
June 2013
Adapted for Birchwood – August 19, 2013**

Administrative Policy:

The District recognizes that animals have educational value in the school setting, but only under conditions that insure the safety and well being of the students, staff, and the animal. Live animals may be brought into the classroom as part of a written curriculum with written approval of the building principal and providing the provisions of this policy are met. Adherence to guidelines must be followed with respect to having animals present on school grounds and in the school building. The teacher or caretaker must handle and maintain the animal(s) according to recommendations of the Wisconsin Humane Society and the Wisconsin Division of Health. Service animals as defined by the Americans with

Disabilities Act of 1990, for use by faculty, staff and student will be allowed in the school buildings provided the health, safety and welfare of students, staff and the animal are not compromised and as long as animal waste guidelines are followed. Modifications may be required to provide for the health, safety, and welfare of all students. Animals professionally trained for use in law enforcement activities will be allowed as needed.

Procedure:

Animals on District grounds should always be part of a well-documented curriculum that details how the animal will be integrated into the classroom setting.

1. The teacher or caretaker must:
 - Receive permission from the building principal or person in charge, before any animal is brought on to school grounds or into a school building. (Complete Request for Permission Form for Animals in the Classroom)
 - Notify parents/guardians in writing, prior to each animal being brought to school. A verification form from parents/guardians that students do not have any known allergies to the animals must be kept on file. If individuals exhibit adverse reactions to the animal(s), the animal(s) must be removed from the building. (Complete Student Verification Form for Animals in the Classroom). An Accident Form Must be completed and turned into the Office for ANY allergic reaction.
 - Notify building staff members of the animal's presence who will be near or handling the animal. Staff members must also be allowed to verify that they do not have any known allergies to the animal. (Complete Staff Verification Form for Animals in the Classroom)
 - Only bring an animal known to be in good health and appropriately immunized. Documentation from a Veterinarian is required for each animal.
 - If an individual is bitten or scratched by an animal and the skin is broken, the affected area should be cleaned thoroughly with soap and water and then the incident must be reported to the legal guardian, principal and school nurse. The District's student accident report or staff accident report must be completed.
 - Provide first aid to any student who is bitten by an animal and use the district's accident report to properly document incident. Public Health authorities will be notified when necessary to determine the appropriate action(s) to follow.
2. Animal(s) must be humanely and properly housed in cages, aquariums, etc., specific for the species. Animals cages, aquariums, etc., and the surrounding areas must be meticulously maintained and completely cleaned at least weekly. Animal waste and materials from animal cages, aquariums, etc., will be removed and disposed of in an appropriate manner. Students are not allowed to handle or clean up any form of animal waste. Waste materials from animals should be bagged separately, sealed and disposed of in an outside waste receptacle. Note custodial and maintenance staff are not responsible for animal care or maintenance.
3. Animal(s) will not be at large in classrooms or in the building. Locate the animal(s) away from the water fountain, sinks where students and staff wash hands. Animal(s) will never be permitted in areas where food is prepared or served. Hand washing by staff and students is required before and after handling animals.
4. No reptiles or amphibians will be permitted in grades EC through 8th grade classrooms. In grades 9-12, reptiles and amphibians will be permitted, but must be maintained in a science laboratory, or by a person who is very knowledgeable about reptiles and amphibians' husbandry and appropriate procedures are put in place for handling the animal and clean up after animal activities.
5. Students may bring pets in for show and tell, unit study, etc. for a limited time. Principal permission must be granted and the owner/parent/guardian must remain with the animal(s) and provide supervision during its entire stay in the classroom. In addition, the Request Form, Student Verification Form and Staff Verification Form must be completed prior to the animal(s) classroom visit.
6. Prohibit students from taking any animal(s) home with them.
7. No animal may be transported on a school bus without the express, written authorization of the appropriate school administrator. This does not apply to service animals specially trained to aid disabled persons.

8. Animals are not allowed on school grounds for sporting events or other school activities. Special permission may be granted for mascots or other special occasions. Must submit for Request for Permission for Animals on School Grounds and receive written approval prior to the animal being on school grounds.

Unacceptable animal(s) in a school building include:

- Wild or undomesticated animal(s)
- Reptiles / Amphibians except for higher grade level classrooms, grades 9-12
- Stray animals
- Any dead or skeletal remains of an animal (non-processed)

The following forms can be obtained from Mr. Stanley or Mr. Helquist:

- **TEACHER REQUEST FOR PERMISSION FOR ANIMAL(S) ON SCHOOL GROUNDS**
- **STUDENT VERIFICATION FOR ANIMALS IN THE CLASSROOM FORM**
- **STAFF VERIFICATION FOR ANIMALS IN THE CLASSROOM FORM**

Cheating/Plagiarism	
Date Approved: 2/17/03	Date Revised:

The Birchwood School District regards academic honesty as a cornerstone of its educational mission. It is expected that all schoolwork submitted for the purpose of meeting course or class requirements represents the original efforts of the individual student. Administration, faculty, students and their families are all important contributors to the upholding of this academic integrity in our school community. To this end, it is important that all involved understand their integral role in helping to promote this climate of academic honesty.

The administration will

- Promote and encourage the staff on an ongoing basis to educate students regarding the district's policy of academic honesty.
- Determine appropriate consequences for policy violations.

The staff will:

- Educate students and offer continued guidance regarding acceptable and unacceptable behavior in areas that shall include but are not limited to test taking, research techniques, written work, and use of library and computer resources.
- Encourage the demonstration of knowledge, the honing of research skills, and self-expression in student work.
- Promote circumstances in the classroom that will reinforce academic honor and promote original and focused responses from students.
- Evaluate effectiveness of their own efforts.
- Have written consequences for cheating as part of the classroom rules.
- Report all violations to the office

The students will not:

- Plagiarize in written, creative, or oral work. (Plagiarism is using the ideas of another as one's own without acknowledgment of the source.)
- Submit work that is not original. Copying, "borrowing" from another source and giving it as one's own work, and resubmitting work from another person or another class are all unacceptable practices.
- Give or receive unauthorized assistance on exams.
- Alter grades or other academic records, give false information, or forge.
- Submit identical work in more than one course without the prior approval of the instructor. Students may further develop previous work with prior approval of the instructor.

Code of Classroom & School Conduct - Administrative Rules			
Date Approved:	1/21/91	Date Revised:	4/19/99

STATEMENT OF PRINCIPLE

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer term removal from the class ("long term removal"). Long-term removal may, but need not always, be for disciplinary purposes.

A teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long-term removal of a student will be possible if the principal upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

1. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS?

A student may be removed from class for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the principal may, exercising his or her discretion, overrule the teacher's decision to remove the student, and return the student to class.

2. BEHAVIOR THAT VIOLATES THE DISTRICT'S POLICIES ON SUSPENSION AND EXPULSION

The District Policies regarding suspension and expulsion are set forth in (specify code sections(s)). It should be noted that the principal makes decisions regarding suspension, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

3. BEHAVIOR THAT VIOLATES THE BEHAVIORAL RULES AND EXPECTATIONS IN THE STUDENT HANDBOOK./ FOLDER

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

4. BEHAVIOR WHICH IS DISRUPTIVE, DANGEROUS OR UNRULY

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of this Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

- Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.
- Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study time.)
- Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
- Inciting other students to act inappropriately or to disobey the teacher or school or class rules, *such as* inciting others to walk out.
- Destroying the property of the school or another student.
- Loud, obnoxious or outrageous behavior.

5. BEHAVIOR WHICH INTERFERES WITH THE ABILITY OF THE TEACHER TO TEACH EFFECTIVE

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may in turn, disrupt others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. A student may be removed for behavior such as:

- Open defiance of the teacher, manifest in words, gestures or other overt behavior
- Other behavior likely or intended to sabotage or undermine the instruction

6. BEHAVIOR WHICH IS INCONSISTENT WITH CLASS DECORUM AND THE ABILITY OF OTHERS TO LEARN.

In addition, there may be grounds for removal for behavior, which, though not necessarily violative of the provisions of (a) through (d) (above), is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

7. WHO MAY REMOVE A STUDENT FROM CLASS?

A teacher of that class may temporarily remove any student from class under this Code. For the purpose of this Code, "student" means any student enrolled in the District, exchange student, or student visitor to the District's schools.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the principal.

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

A "teacher" is any certified instructor, counselor, nurse or administrator in the employ of the District. Teacher aides or anyone else assigned to supervise students may remove a student.

A "teacher of that class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

8. WHAT PROCEDURES MUST BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS?

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior might lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- instruct the student to go to the main office for the period of removal. In such case, the teacher should send a note with the student, or contact the office.
- obtain coverage when possible for the class ~~and~~ when an escort of the student to the main office is needed.
- seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.

When the student arrives at the main office, the principal or designee should give the student an opportunity to briefly explain the situation. If the principal or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the principal or designee.

Before the next day when possible, but in any event no later than within twenty four (24) hours of the removal, the principal, or designee shall inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The principal or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT TERM REMOVAL FROM CLASS?

Prior to the initiation of the 1999-2000 school year, principal shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short term removal area. In the discretion of the principal or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The principal should also take steps to ensure that the students are supervised while in the short term removal area. In general, students should be required to do work of an academic nature while in the short term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

HOW LONG SHALL A SHORT TERM REMOVAL LAST?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the principal or designee shall either retain the student in short term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home. Students must serve a minimum of 30 minutes of noon detention or other consequences as covered in the Discipline Code.

WHAT ARE THE PROCEDURES FOR LONG-TERM REMOVAL?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to

which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal rests with the principal.

Where a teacher believes that the best interests of the student and/or the class require long term removal, the teacher should so notify the principal in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the principal may, in his/her discretion, consult with the teacher and/or other District staff. In most cases, it is appropriate to inform and consult with the parents of the student, and the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the principal shall, in his/her discretion, take one of the following steps:

- place the student in an alternative education program as defined by law;
- place the student in another class in the school, or in another appropriate place in the school;
- place the student in another instructional setting ; or
- return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.
- Study hall or other supervised environment

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the principal and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three(3) business days of the request for a meeting. At the meeting, the principal shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the principal from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

WHAT DISCRETION OR FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOL?

It is expected that administrators and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding removal, are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of student from their classes, either long- or short-term.

Similarly, there are many, clear differences between the needs and practices of schools serving different grade levels and subjects. Just as there are different behavioral expectations for elementary and high school students, the standards for removal may well differ from one grade or class to the next.

TO WHAT EXTENT IS REMOVAL APPLICABLE TO STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA?

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences. Special accommodations from IEP's or Section 504 Plans must be communicated with classroom teachers.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS:

Prior to the 1999-2000 school year, a copy of Code of Classroom & School Conduct shall be sent to each parent in the District. Parental signature(s) shall be sought to verify acknowledgement of receiving the Code of Classroom & School Conduct. In addition, this Code shall be provided to, and discussed with, students of the District early in the 1999-2000 school year. A copy of these Administrative Rules shall be disseminated to staff and made available to the public upon request.

Retention of Students	
Date Approved: / /	Date Revised: / /

1. When a student is at risk of failing the following procedure is recommended prior to being retained.
2. Retention may occur for one or more of the following reasons:
 - a) Lack of social or emotional readiness.
 - b) A deficit of the academic skills necessary for success in next grade.
 - c) Upon request of parents or guardian.
3. Procedure to be followed for retention:
 - a) Parent notification and communications is necessary at the earliest possible time. A parent meeting will be held as soon as possible after grading reports are completed for the end of the first semester. Other possible alternatives will be discussed at this time.
4. Possible alternatives to retention:

<ol style="list-style-type: none"> a) M-team b) Achievement testing c) testing d) Medical (Medical, Hearing, Speech) 	<ol style="list-style-type: none"> e) Tutoring f) Chapter I (reading and math) g) Gifted and Talented h) Others as relevant
--	---

1. Teacher/Principal conference
2. If principal, teacher and evaluation committee agree on the possibility of retention, parents will be notified and conference of all involved personnel will be held. The parents will be advised of their legal rights at this time by the principal. (see attached form.)
3. Written records will be kept by the principal on all meetings.
4. Periodic progress reports will be presented to the parents by the teacher, upon request.
 - a) In the event insufficient progress is made in overcoming deficiencies:
 - Parents will again be notified and a conference scheduled.
 - Recommendations made to parents by the evaluation committee and principal.
 - a) Promotion and probation
 - b) Retention
 - c) Notification and recommendation to superintendent by the evaluation committee.
 - d) Written notification to the office listing final retention.
5. School Board has final determination regarding approval of all retentions.

Schedule Change Policy			
Date Approved:	1/21/91	Date Revised:	6/18/01

Dropped Course Procedures:

A student may drop or enroll in another course in the time sequence established by the school at the beginning of each semester or quarter.

Students will be provided with their upcoming schedules at least three weeks prior to the beginning of classes. Staff members of the school will make every attempt to accommodate the request for schedule change. Still, it is recognized that some requests will not be granted due to limitations on class size, limitations on class materials (i.e.: textbooks, laboratory supplies, etc.), absence of pre-requisite courses, safety concerns. Final approval for all class schedule changes rests with the administration. Staff will need to acknowledge receipt of class list schedule changes via a signature on the Schedule Change Form.

Schedule changes for high school students may be generated by either the student and his/her parents or the administration (or guidance counselor) according to the following:

Student and Parent Generated

Student generated schedule changes may occur under the following conditions:

1. Student must not jeopardize grade level promotion or graduation by making the schedule change.
2. Student must complete the request for schedule change in advance of the first day of a new quarter.
3. Student must cite an explanation for the change.
4. Any change will require the written approval of the student's parents, and the guidance counselor.

Administrative Changes

In some instances,(unscheduled students, disciplinary situations, extended excused absences, etc.) it may be necessary for the administration to change a student's schedule. This may occur under the following conditions:

1. The change must not jeopardize a student's grade level promotion, graduation, or ability to meet college admission requirements.
2. A student may be administratively removed from a class where a failing grade is eminent without being added to another credit earning class. A student in this case will earn an "F" in the dropped class.
3. The schedule change may occur at any time.
4. Parents and student must be provided a written explanation for the schedule change.

GRADUATION HONORS REPLACING VALEDICTORIAN & SALUTATORIAN			
Approved:	6/19/16, 7/25/16	Revised:	6/15/09, 6/27/16

Honors Graduation Criteria

Effective the Class of 2017:

To graduate with Honors a student must have a GPA of 3.50 or higher.

Effective the Class of 2019:

Effective the Class of 2019 students wishing to be considered for Graduation with Honors up to and including Valedictorian/Salutatorian must complete 2 credits of World Languages (1.5 credits must be completed by end of first semester senior year, with enrollment in .5 during second semester senior year being allowed to reach 2.0)

Valedictorian & Salutatorian Criteria

The following conditions will be considered when determining the Valedictorian and Salutatorian of a graduating class.

1. GPAs used to determine the Valedictorian and Salutatorian will be based on the first seven (7) semesters of a student's high school.
 - a) GPAs shall be calculated to the tenths place, with no rounding up
 - b) GPAs for A+ grades shall only be recorded as 4.0.
2. All classes taken by a student will be treated equally when a GPA is calculated.
3. Only classes taken in grades 9 - 12 will be used to calculate the GPA. Other classes may be listed on transcript as a P or F to show classes attempted. (A student taking a high school class while in Middle School may choose to include the grade for GPA purposes – the decision shall be made within one week of the initial mid-term report card being sent out). Parent must inform high school counselor in writing of this change.
4. Classes completed using the criteria of the Testing Out Policy will be listed for credit, but not used for calculating the GPA.
5. If a student repeats a class, the lower grade will remain on the transcript and be used (along with the higher grade) in calculating the GPA.
6. Students who transfer into the Birchwood High School will be considered for Valedictorian or Salutatorian only if they have been enrolled in Birchwood for the last three semesters. (Selection is made after first semester of senior year.)
7. Through the Class of 2018: If two or more students tie for Valedictorian, the following steps will be used to break the tie:
 - a) Grade point average (to the tenths point with no rounding up) using four (4) core subjects (Language Arts, Mathematics, Science & Social Studies) only. Beginning with the Class of 2019 five (5) core subjects (Language Arts, Mathematics, Science, Social Studies & World Languages shall be used for tie breaking. This includes Youth Options classes in core subjects.
 - b) Number of credits earned in four (5) core subjects. (For Class of 2019 this tie breaker becomes c.)
 - c) Total Grade Points earned for Youth Options classes (e.g. TGP = Credits X Grade Points) (For Class of 2019 this tie breaker becomes b.)
 - d) Student with most credits earned.
 - e) ACT Composite – Highest composite score from results that have been received by the District.
 - f) ACT Academic Scores – Highest sum of all core subject scores (Reading+Language+Science+Math+ Writing) from any scores received by District.
 - g) Coin flip if all of above are equal.
8. Effective for the Class of 2019: If two or more students tie for Valedictorian, the following steps will be used to break the tie:
 - a) Grade point average (to the tenths point with no rounding up) using five (5) core subjects (Language Arts, Mathematics, Science, Social Studies & World Languages shall be used for tie breaking. This includes Youth Options classes in core subjects.
 - b) Total Grade Points earned for Youth Options classes (e.g. TGP = Credits X Grade Points)
 - c) Number of credits earned in five (5) core subjects .
 - d) Student with most credits earned.
 - e) ACT Composite – Highest composite score from results that have been received by the District.
 - f) ACT Academic Scores – Highest sum of all core subject scores (Reading+Language+Science+Math+ Writing) from any scores received by District.
 - g) Coin flip if all of above are equal.

**Student Access:
Section 504 of the Rehabilitation Act of 1973**

Introduction

Section 504 of the Rehabilitation Act has been with us since 1973. For many years its main thrust has been in the area of employment for the individuals with handicaps and for members of minorities. However, within the last several years, the Office for Civil Rights (OCR), charged with enforcement of Section 504, has become pro-active in the field of education of handicapped individuals. Advocacy organizations and legal system likewise have increasingly focused on Section 504's requirements to insure the education system provides the full range of special accommodations and services necessary for students with special needs to participate in and benefit from public education programs and activities. The following information focuses upon the instruction issues for Section 504 (Subpart C), and not upon employment practices.

Section 504 prohibits discrimination against handicapped persons, including both students and staff members, by school districts receiving federal financial assistance. This includes all programs or activities of the school district receiving federal funds, regardless of whether the specific programs or activity involved is a direct recipient of federal funds. Included in the U. S. Department of Education regulations for Section 504 is the requirement that handicapped students be provided with a free and appropriate public education (FAPE). These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. However, many schools remain unclear in their understanding of this powerful law and limited in their capacity to fully implement its requirements.

All individuals who are disabled under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected, under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not be disabled under IDEA. These children require a response from the regular education staff and curriculum. With respect to most handicapped students, many aspects of the Section 504 regulation concerning FAPE parallel the requirements of the Individuals with Disabilities Education Act (formerly the Education of the Handicapped Act) and state law. In those areas, by fulfilling responsibilities under the IDEA and state law, a district is also meeting the standards of the Section 504 regulations.

However, in some other respects the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are deemed handicapped under Section 504, and to whom a district may therefore have responsibilities. For the purpose of clarification in this paper, the term "handicapped" refers to students who are protected under the regulations of Section 504 only; the term "disabled" is reserved for students who are eligible for services under IDEA.

The IDEA defines as eligible only students who have certain specified types of disabilities and who because of one of those conditions, need special education (specifically designed instruction), Section 504 covers all students who meet this definition, even if they do not fall within the IDEA enumerated categories and even if they do not need to be in a special education program.

If a district has reason to believe that, because of a handicap as defined under Section 504, a student needs either special accommodation or related services in the regular setting in order to participate in the school program, the district must evaluate the student; if the student is determined to be handicapped under Section 504, the district must develop and implement a plan for the delivery of all needed services. Again, these steps must be taken even though the student is not covered by the IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of handicap believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the handicap, and the recommended services. Evaluation more limited than a full special education evaluation may be adequate in some circumstances. For example, in the case of the student with juvenile arthritis, the evaluation might consist of the school nurse meeting with the parent and reviewing the student's current medical records. In the cases of students with ADD, current psycho-educational evaluations may be used in combination with appropriate medical information if such evaluation assessed the ADD issue. In other cases, additional testing may be necessary.

The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the handicap, and how it affects the student's education, whether specialized services are

needed, and if so what those services are. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

It should also be noted that, under Sectional 504, the parent of guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with district decisions in these areas. For handicaps covered only by Section 504 and not the IDEA, a Section 504 hearing will have to be made available.