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(Updated June 2020)

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Section 1 - School Board

MISSION STATEMENT AND GOALS			
Date Approved:	1997	Date Revised:	6/17/02, 3/25/19

Mission Statement:

We are Birchwood, the innovative community school, engaging students with incredible opportunities that develop individuals who are outstandingly skilled and qualified-both on paper and in person.

Individually Unique, Together Complete!

Goals:

Student Achievement: Students will be confident in their knowledge and ability and will be performing among the best in the nation.

Teachers: Teachers will be welcomed and appreciated by the school and community. They will work collaboratively with each other to increase pride within the district.

Funding: Birchwood will create new and innovative revenue sources that support and expand intergenerational learning opportunities.

Technology: Birchwood School will be a center for community knowledge, application, and use of technology for all.

Community Involvement: Birchwood School and its student success will be the focus of the community.

Redesigning Special Education: Assign qualified, inspired staff to create pointed, action-driven IEPs (Individualized Education Plans) for qualifying students.

BOARD – ADMINISTRATOR RELATIONSHIP			
Date Approved:	1/20/92	Date Revised:	/

While the Board of Education of the Birchwood Public Schools is charged by the State with the responsibility for providing educational opportunities for the children of its schools and of directing those public school activities which the State entrusts to its care an supervision, a carefully planned pattern of authority is observed by the board. In fulfilling its obligations, the board acts similarly in its relationships to the schools as do boards of the directors to successful business organizations; that, through the power of legislation by the determination of policies, and the evaluation of results.

The direct administration of the school system is delegated to the school district administrator whom the board appoints to act as executive officer of the board. The Administrator will delegate a principal of the district to be in charge upon the Administrators absence from the district. The Administrator is held individually and directly responsible to the board to the board for the execution of all its policies and its legislation and for such other duties assigned by the board.

BOARD MEMBER ELECTRONIC COMMUNICATIONS Date Approved: 10/23/17 Date Revised:
Each School Board member, as a public official, is a records authority for purposes of the Wisconsin Public Records Law. In addition, a Board member's electronic communications related to their office or to District matters are generally records that are subject to retention requirements and possible public disclosure. Accordingly, Board members have legal obligations to ensure that electronic communications that they send or receive related to their individual office or to District business are appropriately retained such that the communications can be retrieved, evaluated, and, where appropriate, disclosed pursuant to a lawful request. Unless otherwise provided by Board policy or rule, when a Board member is communicating electronically as an individual Board member (e.g., when he/she writes a blog post that

addresses school District matters or when he/she addresses school District matters through a non-District social media platform), the Board member is individually responsible for the retention of his/her individual electronic communications and for responding to any lawful requests for access to such records. Further, regardless of any otherwise applicable policy or rule, in no case will a District employee serve as the custodian of an individual Board member's electronic communications (or copies of such records) where either of the following are true: (1) the Board member has not, in the manner prescribed by the custodian of records, provided the records to the District for purposes of records management; or (2) the Board member has attempted to provide the records to the District in a format that the District's systems cannot reliably store or retrieve. Each Board member also has an obligation to ensure that he/she does not violate the Wisconsin Open Meetings Law through his/her participation in electronic communications (or other technology-facilitated activities) that involve multiple members of the Board, a Board committee, or any other District-created governmental body on which the Board member serves. As an example of actions regulated under the Open Meetings Law, Board members must avoid creating a "walking quorum" through any series of communications among members of the Board who agree, tacitly or explicitly, to act uniformly in sufficient number to determine the Board's course of action on any matter. As to any form of electronic communication that pertains to his/her office or to District business, a Board member should ask himself/herself the following questions: 1. Should I be using this method of electronic communication at all? (e.g., Will the content of my communication remain under my control or under the control of an appropriate custodian of records; and is the communication being retained in a manner, and for a duration of time, such that it can be retrieved and produced if needed?); and 2. Should I be using this specific method of communication for this specific subject matter? Electronic communications are generally an effective and efficient medium for activities such as addressing scheduling/availability for meetings, bringing potential agenda items to the attention of the Superintendent and Board President, and the one-way distribution of information (e.g., from the Superintendent to all Board members). However, the Board strongly discourages (and, in some circumstances, applicable laws will directly prohibit) individual Board members from using email or other forms of electronic communication for any of the following: 1. Interactive discussion of substantive Board business among multiple Board members, due to Open Meetings Law concerns (e.g., potential walking quorums or illegal meetings) and due to the potential appearance of impropriety surrounding communications that are perceived to be inappropriately "secretive" even if not unlawful; 2. Communications regarding matters that involve individually identifiable students, due to potential violation of the laws surrounding student privacy and the confidentiality of student record information; or 3. Communications regarding District matters that are considered confidential or highly sensitive (e.g., closed session content, personnel matters, etc.), due to issues surrounding the security and possible improper disclosure of the information. Unless the Board member is performing a legally-designated duty or responsibility, or unless he/she has been expressly authorized by the Board, an individual Board member shall not, in his/her electronic or other communications, either (1) purport to speak on behalf of the entire Board or for the District, or (2) speak in a manner that purports to obligate the Board or District to a particular course of action. Legal Reference: Wisconsin State Statute Chapter 19, subchapters II and IV; and Sections 120.13, 943.7, 947.0125

BOARD MEMBER ATTENDANCE AT MEETINGS VIA ELECTRONIC COMMUNICATIONS		
Date Approved:	12/18/17	Date Revised:

The Board of Education recognizes that it is a deliberative body and that it is important for Board members to attend meetings to perform the role for which they were elected and to add to the diversity of thought and opinion in deliberations. Board members will be physically present for meetings that require the attendance of the full board, including Business, Special, and Closed meetings. Board members are expected to attend the Annual Meeting, and Expulsion Hearings.

The Board of Education recognizes that members may not be physically able to be present at all Board meetings. It is the expectation that this policy will be used in good faith for remote attendance of a meeting in its entirety. The Board further recognizes that advances in technology have made it possible for individuals to interact with others from remote locations using speaker phones/teleconferencing and/or videoconferencing.

Policy:

1. A physical quorum must be present as required by statute for a valid meeting to occur.
2. Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if s/he is prevented from physically attending because of (1) personal illness or disability, (2) employment purpose or District business, or (3) a family member illness or Emergency.
3. Board members attending electronically may participate in Business, Special, but not Closed session meetings.
4. No Board member shall participate remotely more than two (2) times during a calendar year. However, the Board, by majority vote, shall allow a Board member to participate remotely more than two (2) times when conditions or circumstances justify such added remote participation.
5. Members of the Board who desire to participate in a meeting by means of speaker phone/teleconferencing and/or videoconferencing shall notify the President of the Board and Superintendent at least two (2) business days in advance of the meeting in question.
6. Members of the Board participating by remote access shall be considered present and shall be entitled to participate (excluding ability to vote) in the meeting, if:
 - a. Such member is able to hear other members of the Board and members of the public who are recognized by the Board during public comment.
 - b. The public and other members of the Board are able to hear the member of the Board who is not physically present at the meeting.
 - c. The determination as to whether the member shall be considered present shall be made by the Board Clerk.
 - d. Each Board member participating from a remote location may listen, provide input, but may not make a motion nor vote for or against any action item during the meeting.
 - e. If remote access fails during discussion, that failure ends the remote participation in the meeting and precludes further participation.
7. The Superintendent or his/her designee is authorized and directed to provide the technology sufficient to implement this policy.

BOARD MEMBER ELECTRONIC COMMUNICATIONS	
Date Approved: 10/23/17	Date Revised:

Each School Board member, as a public official, is a records authority for purposes of the Wisconsin Public Records Law. In addition, a Board member's electronic communications related to their office or to District matters are generally records that are subject to retention requirements and possible public disclosure. Accordingly, Board members have legal obligations to ensure that electronic communications that they send or receive related to their individual office or to District business are appropriately retained such that the communications can be retrieved, evaluated, and, where appropriate, disclosed pursuant to a lawful request.

Unless otherwise provided by Board policy or rule, when a Board member is communicating electronically as an individual Board member (e.g., when he/she writes a blog post that addresses school District matters or when he/she addresses school District matters through a non-District social media platform), the Board member is individually responsible for the retention of his/her individual electronic communications and for responding to any lawful requests for access to such records. Further, regardless of any otherwise applicable policy or rule, in no case will a District employee serve as the custodian of an individual Board member's electronic communications (or copies of such records) where either of the following are true: (1) the Board member has not, in the manner prescribed by the custodian of records, provided the records to the District for purposes of records management; or (2) the Board member has attempted to provide the records to the District in a format that the District's systems cannot reliably store or retrieve.

Each Board member also has an obligation to ensure that he/she does not violate the Wisconsin Open Meetings Law through his/her participation in electronic communications (or other technology-facilitated activities) that involve multiple members of the Board, a Board committee, or any other District-created governmental body on which the Board member serves. As an example of actions regulated under the Open Meetings Law, Board members must avoid creating a "walking quorum" through any series of communications among members of the Board who agree, tacitly or explicitly, to act uniformly in sufficient number to determine the Board's course of action on any matter.

As to any form of electronic communication that pertains to his/her office or to District business, a Board member should ask himself/herself the following questions:

1. Should I be using this method of electronic communication at all? (e.g., Will the content of my communication remain under my control or under the control of an appropriate custodian of records; and is the communication being retained in a manner, and for a duration of time, such that it can be retrieved and produced if needed?); and

2. Should I be using this specific method of communication for this specific subject matter?

Electronic communications are generally an effective and efficient medium for activities such as addressing scheduling/availability for meetings, bringing potential agenda items to the attention of the Superintendent and Board President, and the one-way distribution of information (e.g., from the Superintendent to all Board members). However, the Board strongly discourages (and, in some circumstances, applicable laws will directly prohibit) individual Board members from using email or other forms of electronic communication for any of the following:

1. Interactive discussion of substantive Board business among multiple Board members, due to Open Meetings Law concerns (e.g., potential walking quorums or illegal meetings) and due to the potential appearance of impropriety surrounding communications that are perceived to be inappropriately "secretive" even if not unlawful;
2. Communications regarding matters that involve individually identifiable students, due to potential violation of the laws surrounding student privacy and the confidentiality of student record information; or
3. Communications regarding District matters that are considered confidential or highly sensitive (e.g., closed session content, personnel matters, etc.), due to issues surrounding the security and possible improper disclosure of the information.

Unless the Board member is performing a legally-designated duty or responsibility, or unless he/she has been expressly authorized by the Board, an individual Board member shall not, in his/her electronic or other communications, either (1) purport to speak on behalf of the entire Board or for the District, or (2) speak in a manner that purports to obligate the Board or District to a particular course of action.

Legal Reference: Wisconsin State Statute Chapter 19, subchapters II and IV; and Sections 120.13, 943.7, 947.0125

CHAIN OF AUTHORITY			
Date Approved:	9/21/09	Date Revised:	/

As a general rule both administrators should be present during school days barring unforeseen circumstances such as illness, or when an absence has been authorized. When the Superintendent determines that it is appropriate for one or the other to be gone for meetings etc., every attempt will be made to have access to each other via cell phone, email or Internet.

The general chain of authority command shall be:

1. **Superintendent Absence** – In the absence of the Superintendent all duties transfer to the Principal, so long as the Superintendent is not reachable. Principal may handle lesser responsibilities without consulting with the Superintendent ahead of time, but must inform Superintendent of decisions made upon his/her return.
2. **Principal Absence** – In the absence of the Principal the Superintendent shall assume duties all duties, while delegating some duties such as minor discipline to counselors, as needed.
3. **Superintendent & Principal Absence** – During the school year counselors shall have the authority to make routine decisions and must consult with Administration as needed via phone. Any major decisions shall be delayed, if possible.

If in the event neither the Principal nor Superintendent are reachable, the School Board President shall be consulted and/or have the authority to make decisions. (In the absence of the Board President then the following chain of authority will be followed: Vice-President, Clerk, Treasurer, Board Member). In the event of a crisis situation requiring a district spokesperson, in the absence of the Principal and Superintendent, it shall be the School Board President.

Delegation of decision-making is as follows

- a. **School Closings & Building Safety** – The Head of Maintenance shall be authorized to make judgment call on closings, late starts, etc. in consultation with administration or School Board. The same is true for all building safety issues.
- b. **Discipline & Parent Issues** – Counselor(s) as deemed appropriate by the Administration.
- c. **Miscellaneous** – The Business Manager shall have authority to make decisions in all other areas and must be consulted regarding School Closings, significant Discipline issues and significant parent issues.

COMMITTEES			
Date Approved:	2/17/92	Date Revised:	1/17/94

The president may appoint temporary committees at his/her discretion.

The functions of all committees shall be fact-finding and advisory. All committees may make recommendations for board action, but shall not have legislative or administrative power, except when granted authority and power to act by a majority vote of the board.

All board members are to be notified of all scheduled committee meetings.

Committee members may include one or more representative(s) from each of the following groups: Board of Education, Administration, Faculty, Support Staff, Student, and Community members

COMPENSATION AND EXPENSES		
Date Approved:	1/21/92	Date Revised:

Compensation shall be fixed at the annual meeting. Mileage and expenses will be paid to members while traveling on school business or when attending district, state, or national meetings.

Legal Reference: Wisconsin Statutes 120.10(4).

ELECTIONS		
Date Approved:	11/26/94	Date Revised: 8/7/95

School board elections will be held on the first Tuesday in April. Notice of election, declaration of candidacy, filling unexpired terms, cost of elections, recount of ballots, and determining successful candidates will be done according to Wisconsin Statutes.

The board is composed of five (5) members. Members will be elected for a three (3) year period.

The clerk is responsible for:

1. Notifying Candidates, board members, and pertinent news media the completed election results.
2. Releasing information to news media upon their request prior to final results.
3. Send a written confirmation to successful candidate (s).
4. File any necessary forms with the state.
5. Canvas votes according to statute.
6. Post official results at least 3 places and send to the media.
7. Provide for statutory compliance of all deadlines and postings prior to election.

Legal reference: Wisconsin Statutes 120.06 and 17.26 and 120.01

ETHICS AND GOVERNANCE	
Date Approved: 4/27/92	Date Revised: 1/29/18

As a member of the Birchwood Board of Education, representing the citizens of the Birchwood community, I am responsible for serving the best interest of the community and its students, utilizing all available resources towards that end. The oath of office requires that I uphold the laws and Constitutions of the United States and the State of Wisconsin. In addition, as a member of the Birchwood Board of Education I will operate under the highest ethical standards including:

School Board members are expected to conduct themselves in an ethical manner and in the best interest of their constituents. Relevant Wisconsin State Statutes include:

19.41 Declaration of policy

19.59 Codes of ethics for local government officials, employees and candidates

120.20 School Board Members, Compatible Positions

946.10 Bribery of public officers and employees

946.12 Misconduct in public office

946.13 Private interest in public contract prohibited

Board Operating Principles

Agenda

School Board members choose to conduct meetings in an open, orderly manner by using the following guidelines:

- The Board develops and reviews an annual agenda plan.

- Board meeting agendas are developed by the Board President and District Administrator, with input from Board members.
- Regular Board meeting packets are distributed in Board Docs on the Friday prior to the meeting.
- Individual Board members are encouraged to contact either the Board President or District Administrator in a timely fashion if they require additional background information.
- The Board President conducts the meeting based on the approved agenda.
- Board members can request an item be placed on a future agenda by contacting the District Administrator and/or Board President.

Communication

School Board members are committed to District communications that promote openness and understanding of the diverse perspectives of the community.

- Provide opportunities for open discussion and feedback among the School Board, staff, parents, students and community members
- Maintain confidential information
- Be respectful of guests who present information to the Board

Interaction

School Board members are responsible for the interaction that takes place when they function as members of the team.

- Talk and act respectfully to each other
- Invite and respect individual contributions
- Maintain focus on issues, not individual(s), during conflict
- Do not discount, dismiss, interrupt or name-call

Relationships

School Board members recognize that it is essential to work together as a team.

- Speak and act with integrity when dealing with each other and with guests
- Treat each other and the District Administrator in ways that are trustworthy and supportive
- Prepare for meetings, including reading information and directing questions to the District Administrator
- Keep interactions positive at Board meetings
- Adopt the norms of collaboration as a guideline for discussion at all meetings

Team Decision-Making

School Board members are committed to relying on best practices, background data, research, budget impact, and any other relevant information (evidence) to make good decisions.

EVALUATION OF BOARD OPERATIONAL PROCEDURES			
Date Approved:	2/17/92	Date Revised:	4/22/19

The school board believes that evaluation is essential to the continual improvement and success of a school district. Therefore, the board shall annually plan for and carry through an evaluation of its functioning as a board. This evaluation may be based on a broad realm of relationships and activities, or may be focused on a particular activity or area.

Each board member will complete a board evaluation every other year and return it to the Board President or District Administrator.

Priorities for improvement may be established from the tabulated results of the evaluation. With Board action, priority areas may be used in the setting of District level goals.

EVALUATION OF THE DISTRICT ADMINISTRATOR	
Date Approved: 6/26/17	Date Revised:

EVALUATION OF THE DISTRICT ADMINISTRATOR

An evaluation of the district administrator's performance shall be conducted annually by the Board. The evaluation shall be based on the performance objectives outlined in the evaluation form and agreed to by the Board and district administrator.

Each Board member shall provide a written evaluation to the district administrator in a conference with the full Board. There will be a complete and frank discussion of all items on the evaluation summary to enable the district administrator to have a thorough understanding of the evaluation's conclusions. Strengths of the district administrator shall be discussed and areas of improvement shall be suggested.

Such evaluation shall be carried out in conjunction with the annual evaluations of the Board and administrative staff.

LEGAL REF.: Sections 118.24 Wisconsin Statutes 121.02(1)(q)
PI 8.01(2), Wisconsin Administrative Code

CROSS REF.: District Administrator's Job Description

FACILITIES DEVELOPMENT GOALS	
Date Approved:	6/15/92
Date Revised:	

The school board shall review at the same time of budget preparation each year both short range and long range needs that will define the patterns and schedules for bringing all facilities to the level of the standards established for safe and healthful facilities.

LEGAL STATUS – NUMBER OF MEMBERS	
Date Approved:	2/17/92
Date Revised:	

The membership of the Board of Education shall consist of five members.

MEETINGS	
Date Approved:	1/21/91
Date Revised:	8/7/95 5/22/17

The regular meeting of the Board shall be held monthly at a time and place accessible to the public as specified in the public notice for such meeting. The regular meeting date may be changed by Board action at a prior meeting. Regular meetings shall start at 7:00pm unless changed by board action.

All board meetings shall be considered legal if a quorum is present. A majority of the total members of the board shall constitute a quorum. If a quorum is lacking, the meeting shall go by default, and no legal action can be taken.

Generally, Robert's Rules of Order shall govern the conduct of all meetings where they do not conflict with the rules of the board.

All meetings shall be open to the public except in cases where the board may legally resolve itself into executive session and then the public shall be excluded from the meeting.

Board members act officially for the school when assembled at a board meeting.

Any board member may file a written request for a special meeting at the superintendent's office or with the district clerk. The superintendent or designee shall inform the Clerk, or in absence of the Clerk, the President, of the meeting request. The superintendent or designee shall notify all members.

Legal Reference: Wisconsin Statutes 120.11

BOARD MEMBER AUTHORITY			
Date Approved:	2/17/92	Date Revised:	4/22/19

The Board of Education can transact business, which is legally binding on the district only when it is in regular session with a quorum present and its proceedings recorded in the minutes of the meeting.

Individual members have status as board members only when acting formally as members of the board while it is in regular session, or when specifically entrusted by the board to carry out definite assignments.

As a private citizen, a School Board member may express individual, unofficial viewpoints on any School Board action or decision, but does not have the right to make decisions or act or speak for the School Board without the prior authorization of the School Board. The School Board President may speak on behalf of the entire Board.

No School Board member, by virtue of his/her office, shall exercise any administrative responsibility with respect to the District or, as an individual, command the services of any employee of the District.

MINUTES OF MEETINGS			
Date Approved:	11/18/91	Date Revised:	1/15/96, 6/22/20

In accordance with state statutes, the Board will maintain accurate records of the actions taken at each Board meeting. The Board Clerk is, by law, responsible for keeping the minutes. Minutes are available to the public using Board Docs.

The Minutes Should Include:

1. The classification (regular, adjourned or special), date, and place of meeting.
2. The call to order stating time, person presiding and office.
3. The record of attendance.
4. A notation of the presence or absence of the District Administrator and a notation of other administrative staff members.
5. A record of any corrections to the minutes of the previous meetings and the action approving them.
6. A summarized record of all communications presented to the Board. This record should include the person presenting, subject, and viewpoint.
7. A summarized record of the hearing of all petitions of citizens.

8. A record of any reports of Board members or staff members. This should include who presented and what the subject was.
9. A record of each motion placed before the Board, including the motion and second.

The minutes will be attested by the Clerk of the Board following their approval by the Board at the subsequent meeting.

School board members should receive a copy of the minutes prior to the posting of the next regular meeting agenda.

The minutes will become permanent records of the Board and will be maintained in BoardDocs made available to interested citizens upon request. A taped transcript of the meeting will be kept for one calendar year and will be available, when requested.

OFFICERS & DUTIES		
Date Approved:	4/18/83	Date Revised:

Duties of President:

1. Preside at all meetings of the board.
2. Sign all documents on behalf of the board.
3. Appoint all Board committees; be an official member of each committee.
4. Perform all duties incident to the office.
5. Perform other duties as required by Wisconsin Statutes.

Duties of Vice President:

1. Shall preside at all meetings in the absence of the president.

Duties of Clerk:

1. Is responsible for a complete and accurate record of all proceedings of board meetings.
2. Sign all necessary documents and reports.
3. Perform all duties incident to the office.
4. Perform other duties as required by Wisconsin Statutes.

Duties of Treasurer:

1. Shall have charge of all school district funds and issue checks as authorized by the Board.
2. Perform other duties as required by Wisconsin Statutes.

Other:

1. In the absence of the clerk the board will elect a temporary clerk to serve during the meeting.

Legal Reference: Wisconsin Statutes 120.15, 120.16, 120.17, and 120.18

ORGANIZATIONAL MEETING		
Date Approved:	11/26/90	Date Revised:

The officers will be elected at the organizational meeting in accordance with Wisconsin Statutes. The officers will be President, Vice-President, Clerk and Treasurer. Nominations for these positions will be from the board during the organizational meeting. Officers shall have a one (1) year term.

Legal Reference: Wisconsin Statutes 120.05

POLICY MAKING	
Date Approved: 1/21/91	Date Revised: 1/29/18, 4/22/19

Policy making is that function which determines what shall be done, establishes procedures for accomplishing tasks, selects an executive officer and delegates the placing of plans and policies into operation, and provides the financial means of their achievement. The school board shall delegate the Superintendent or designee responsible for administration of the policies.

Policies introduced and recommended to the board shall be considered for adoption at a subsequent regular scheduled meeting. This allows time to permit further study and also to give opportunity for interested parties to react. However, temporary approval may be granted by the board in lieu of formal policy to meet emergency conditions of special events, which will take place before formal action can be taken.

New policies or change in policies, consideration must be given to the following:

Public Interest, staff relations, bearing on existing policies, cost of Implementation, difficulty to administer and police. existing school law. need for an attorney's opinion. quality of educational program impact.

The Board views the process of evaluation, through careful examination, the study of facts and conditions to determine:

1. The efficiency of operation of the general activities, and
2. The worth and value of results of the activities in relation to the efficiency and value of instruction.
3. Policies may be revised, added to, or amended at a special or regular board meeting of the board by a majority vote of the entire membership upon the policy revision, or amendment being adopted at two meetings.
4. The Board of Education shall notify all employees affected whenever revisions or amendments, are made to a policy. Employees shall be notified of revisions or amendments via printed copies and/or via an online format.

A review of the operating policies shall be made by the board, as appropriate.

SCHOOL BOARD GOVERNANCE			
Date Approved:	10/31/97	Date Revised:	5/18/92, 4/22/19

The Board shall possess all the powers vested in it as provided by the Statutes of the State of Wisconsin, the Wisconsin Constitution, and in accordance with federal laws.

The Board retains full legislative and judicial authority over the schools in accordance with the school laws and the expressed will of the electorate, but delegates all executive, supervisory, and instructional authority to its employees as specified by policy. Legislative service under the law implies the power and the obligation to contract for services and materials, the power to inspect, the power to pass judgment upon employees and their work, and the power to veto acts of any or all employees when such acts are deemed contrary to the legal rights or obligations of the district, or inconsistent with the established board policies.

The Board, functioning within the framework of laws, court decisions, Attorney General's opinions, and similar mandates from the local, state and national levels of government, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

1. Enacts policy
2. Adopts courses of study and provides instructional materials
3. Employs all staff members and prescribes their duties
4. Approves the budget, for the operation of the school system, reviews and approves the financial reports and annual audits, and approves major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business.
5. Estimates and seeks to provide funds for the operation, support, maintenance, improvement, and extension of the school system
6. Provides for the planning, expansion, improvement, financing, construction, maintenance, use, and disposition of physical spaces of the school
7. Prescribes the standards needed for the efficient operation and improvement of the school
8. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system
9. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures considered essential to the efficient conduct of school business
10. Provides for the dissemination of information relating to the school necessary for creating a well-informed public

SCHOOL BOARD MEETINGS		
Date Approved:	5/20/19	Date Revised:

The Superintendent, after consultation with the School Board President, shall prepare and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. Individual Board members may include items on the agenda upon the concurrence of the Board President. Each regular Board meeting agenda will provide a time for public participation during the meeting as indicated in the agenda.

Agenda Preparation and Dissemination

The agenda for each regular meeting shall be available on Boarddocs, mailed, or sent via email to each Board member so as to provide proper time for the member to study the agenda. Generally, each Board member shall have access to the agenda at least three (3) days prior to the meeting. The agenda for a special meeting shall be posted on Boarddocs least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting and posted in three locations in the district (currently, on the windows and in the display cases at the school, on the bulletin board at Gary's Grocery Store, and on the bulletin board in the Post Office). The Board shall recognize Rice Lake *Chronotype* as the official newspaper for necessary postings. The order of business may be altered by a majority vote of the members present. The Board shall not discuss or act upon any item of business not included on the noticed agenda. The Board may discuss matters raised by the public during the public participation portion of the meeting, provided such period of public comment was included on the meeting agenda notice.

A member of the Board may request any item to be removed from the consent agenda and defer it for a specific action and more discussion. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated-as an action item eligible for discussion. Any item on the consent agenda may be removed and discussed as a non-action item or be deferred for further study and discussion at a subsequent Board meeting if the Superintendent or any Board member thinks the item requires further discussion.

Board Meeting

All regular and special meetings of the Board at which the Board is authorized to perform business shall be conducted in public. No act shall be valid unless a quorum of the Board is present and approved at a meeting of the Board by a majority vote of that quorum serving on the Board, and a proper record made of the vote. Meetings of the Board shall be public and no person shall be denied admission.

Any Board member's decision to abstain shall be recorded and be deemed to acquiesce in the action taken by the majority. In situations in which there is a tie vote and the abstention represents the deciding vote, the motion shall fail for lack of a majority.

All actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member be recorded. Proxy voting shall not be permitted. Any member of the Board may request a roll call vote.

All meetings of the Board and its committees will be open to the public except that such meetings may be convened in closed session for specific purposes outlined in state law. Each closed session requires a majority roll call vote of the Board members present. The presiding officer shall announce the nature of the closed session and the specific section of the law that allows for the closed session. No business other

than that stated in the public notice may be conducted at a closed session. In keeping with the confidential nature of closed sessions, no member of the Board shall disclose to anyone the content of discussions that take place during such sessions.

Special Board Meeting

Special meetings may be called by one member by requesting the clerk, or designee, to notify in writing the other members of the time and place of such meeting not less than 24 hours before such meeting.

The administrator of schools may request a special meeting with proper notification of all members at least 24 hours prior to such meeting.

When written 24 hour notice to board members cannot be given, the clerk, or his/her designee, shall attempt to notify each member of the meeting and must receive written consent for the special board meeting from each member who will not be attending. The clerk, or his designee, shall notify board members in person or by telephone at the members' homes or, during business hours, at their places of business.

The clerk, or designee, shall give public notice of the special board meeting at least 24 hours in advance of the meeting. Where, for good cause, 24 hour notice is impossible or impractical, shorter notice may be given, but in no case may the public notice be provided less than 2 hours in advance of the meeting, and no meeting shall be held without such public notice.

Whenever there is insufficient time to publish public notice of a special board meeting, the notice of the special board meeting shall be posted at the School District Office, two sites in Birchwood, and posted on Board Docs. News media and/or radio stations who have filed a written request for notices shall be notified of the special board meetings either in writing, where time permits, or by telephone.

Public Participation

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters. To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and may state rules to govern such participation in Board meetings. The presiding officer of each Board meeting at which public participation is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. All individuals who comment during the public comment period are reminded that the information is intended to provide information to the Board so that it can fulfill its role. In that vein, all parties are reminded that all information offered be truthful and honest. False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims.
- B. Comments that identify students shall be subject to the Wisconsin pupil records law and FERPA. As such, student information that is not directory data as designated by the board, for example individual student behavioral or progress records, shall not be discussed in this forum. Comments that identify personnel are subject to the applicable personnel records state statutes. The Board may inform the speaker that his/her comments are not permitted if in the opinion of the Board it is not subject to release under the above applicable standards.
- C. Public participation may be permitted as indicated on the order of business, before the Board takes official action on any issue of substance, or at the discretion of the presiding officer.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name and address.
- E. Each statement made by a participant may be limited to three (3) minutes duration, 10 slots will be available for general public comment.
- F. Participants shall direct all comments to the Board President, not to individual Board members.
- G. The presiding officer may:

1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 2. request any individual to leave the meeting when that person does not observe reasonable decorum.
- H. When hearing citizen concerns regarding matters not specifically included on the noticed meeting agenda, the Board or Committee may discuss topics raised by citizens; however, no Board action may be taken on such topics other than to refer topics not included on the agenda for study by appropriate Board committees, administrative personnel, or placed on a future agenda.
- I. While the School Board is in Open Session, reasonable effort shall be made to accommodate any person desiring to record, film or photograph the meeting. Recording, filming or photographing the meeting in a manner that interferes with the conduct of the meeting or the rights of the participants is not permitted.

Correspondence

All correspondence sent to the school board is public information. Each board member should receive a copy of any and all correspondence sent to the board of education, through the school, or any member of the board, through mailings to their home.

VACANCIES ON THE BOARD			
Date Approved:	4/27/92	Date Revised:	8/26/19

When a School Board vacancy occurs for any reason, the Board Clerk or a designee shall directly notify all remaining Board members of the vacancy. If the Clerk is unavailable or if the vacancy is in the Board seat held by the person serving as Clerk, the Treasurer shall ensure that such notice is provided.

School board vacancies shall be filled by appointment by the remaining members of the Board in accordance with the established procedures in the rule accompanying this policy. The Board may establish unique procedures and timelines to be used to fill a specific vacancy if approved by a majority of the Board.

The Board's consideration of potential appointees for a vacancy shall occur at one or more properly-noticed Board meetings. Such meetings shall be open to the public unless there are exceptional reasons for the Board to temporarily convene in closed session to consider specific information that would have a significant adverse effect upon a candidate's reputation. A majority vote of the remaining members of the Board shall be required for all appointments to fill a vacancy. Pursuant to state law, voting to fill a vacancy shall be conducted in open session, and no secret ballots may be used.

The candidate appointed to fill a vacancy shall, upon acceptance and taking and filing the oath of office, be seated on the Board. The District Administrator and Board President shall ensure that each person who is appointed to fill a vacancy is provided with a basic orientation to the duties and responsibilities of serving as a Board member. State law determines the length of time that a Board member serves as an appointee following a vacancy.

VACANCY NOTICE AND CANDIDATE APPLICATION

1. During the 60 days immediately following the date on which a vacancy first exists, the Board may fill the vacancy only by an appointment made by a vote of the remaining members of the Board. After ensuring that all Board members have been notified of the vacancy, the Clerk or a designee will publish a notice of the vacancy on the district's website and/or the Birchwood Newsletter and the *Rice Lake Chronotype* stating the following:

- a. the length of time for which the appointment is to be made;
- b. the place and manner in which qualified electors who are interested in serving as the appointee may declare their interest and apply; and,
- c. the deadline for filing written applications. The deadline will be a reasonable length of time to allow interested parties to apply, and shall be at least 14 calendar days after the initial date that the notice is first published.

At the discretion of the Board President or District Administrator, further notice of the vacancy and the vacancy-filling process may be given by additional means.

2. All applicants must be residents and qualified electors of the District.

3. Prospective candidates will be asked to submit a written application to the Board, in care of the District Administrator at the District Office. The written application shall consist of a letter of interest that includes at least the following information:

- a. The name, residential address, and telephone number of the potential appointee.
- b. The reason(s) that the candidate wants to serve on the Board.
- c. The individual's qualifications and experience relevant to the position.
- d. The candidate's availability for Board duties.

4. If, as of the established deadline for declaring interest in serving as an appointee, only one person or no one has been identified as a potential appointee, then the Board may choose to seek additional potential appointees by extending the deadline for declaring interest, by permitting individual Board members to nominate a potential appointee, or by using other methods.

APPOINTMENT

1. If at any point in the process the Board concludes that it would be beneficial to narrow the field of potential appointees who are under active consideration, it may do so under procedures approved by a majority vote. However, a decision to exclude one or more potential appointees from active consideration shall not prevent the Board, also by a simple majority vote, from re-including one or more such excluded individuals later in the process.

2. At a meeting, the Board will permit each individual who is under active consideration for appointment to make an initial statement of introduction and interest. Following the initial statements, the Board may further interview such individuals in a question and answer format. Depending on the number of potential appointees who will be interviewed, the Board may conduct the interviews either in a panel format (rotating the order of the responses) or in an individual format (using a randomly determined order and during which those individuals who have yet to be interviewed will be asked to voluntarily step outside of the meeting room).

3. All interviews, deliberations, and voting shall be open to the public. A limited portion of the Board's interview and discussion of a candidate may occur in closed session only when such discussion would involve financial, medical, social, or personal histories or disciplinary data of specific persons that, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of the person(s) who are mentioned or involved.

4. Upon completion of the statements and possibly the interviews and prior to any vote that is taken to select the appointee, the Board President will call for discussion by Board members.

5. Each of the remaining Board members will be permitted to vote for one of the individuals who is under active consideration for appointment using signed written ballots or by verbal vote. If one person receives the majority of votes, he/she is thereby appointed to fill the vacancy. If no candidate receives a majority of the votes, the results of the voting will continue until one candidate receives a majority of the votes.

cast or until ten (10) rounds of voting have been completed. Additional discussion shall be permitted in connection with each round of voting.

6. If no appointment has been made after ten (10) rounds of voting, and unless a majority of the Board agrees to continue with additional rounds of voting at that meeting, the matter of the appointment to fill the vacancy shall be deemed postponed. The Board will determine the date of the meeting at which the matter will next be considered, taking any such additional steps (such as seeking additional potential appointees or scheduling further interviews) as the Board determines may be beneficial to the process. Up to five (5) rounds of voting will occur at that subsequent meeting.

7. The Board may continue to seek additional information and schedule subsequent meetings where up to five (5) rounds of voting occur at each meeting until one candidate receives a majority of votes.

8. If the vacancy has still not been filled by an appointment after 60 days, a name will be randomly drawn from the remaining candidates to fill the vacancy, provided that any candidate participating in the random selection procedure must be nominated to the process with the support of at least two (2) board members (inclusive of the Board member who initially made the nomination). Each Board member who is present at the meeting where the random selection takes place may nominate, or support the nomination of, only one nominee.

9. Upon successfully selecting an individual to fill the vacancy:

a. The person selected for appointment to the Board will be publicly announced at the Board meeting.

b. The Board Clerk shall notify the person, in writing or verbally, of his/her selection as the appointee. Under state law, this notification shall occur within eight (8) days of the Board's decision, and the person selected to fill the vacancy will be considered to have accepted the appointment unless within five (5) days after such notification he/she files a written refusal to serve with the Board.

c. The Board shall establish the date on which the appointee will take office.. The appointee shall not take office unless and until he/she timely takes and files the official oath.

d. Upon taking and filing the oath, the individual will file a campaign registration statement to the extent required by law.

10. State law determines the date on which an appointee's term of office expires.

11. The District Administrator and Board President will ensure that all applicants who were not selected receive a courtesy notification of the final selection and an expression of the Board's appreciation of their willingness to consider service on the Board.

12. The District Administrator and Board President shall jointly ensure that each person who fills a vacancy is provided with a basic orientation to the duties and responsibilities of serving as a Board member.

13. The Board Clerk or a designee will report the name and contact information of the appointed Board member to the clerk and treasurer of each municipality and county having territory in the District in accordance with the requirements of state law.

Legal References:

Wisconsin Statutes

Section 11.0202(1) [individuals holding a local office shall file a campaign registration statement]

Section 17.01(13) [board member resignations; how made]

Section 17.03 [cause of vacancies]

Section 17.035 [military leave vacancies]

Section 17.17(5) [clerk to provide notice of vacancies to school board]
 Section 17.26 [filling school board vacancies]
 Section 19.01 [oath of office]
 Section 59.23(2)(s) [reporting board member information to county clerks]
 Section 120.05(1)(d) [board member residency]
 Section 120.06(10) [clerk to provide notice of appointment]
 Section 120.12(28) [school board required to adopt a policy on filling vacancies not filled within 60 days of the date on which the vacancy first exists]
 Section 120.17(1) [clerk to provide municipalities with names and addresses of new board members]

VIRTUAL BOARD MEETINGS IN EMERGENCY SITUATIONS		
Date Approved:	4/27/2020	Date Revised:

Modified Content for the Public Notice of a Virtual Meeting

When posting or otherwise giving public notice of a virtual Board meeting that is to occur under this policy, the District shall, in addition to all other content required by law, include the following information as part of the notice:

1. A statement that the meeting will be conducted as a virtual meeting due to an active emergency situation, meaning that multiple Board members may be participating in the meeting from remote locations through the use of communications technology and/or that public access to the meeting may be arranged through the use of technology.
2. An active emergency may include a pandemic or other health concern that is in the interest of health and safety or due to an expressly applicable order, decree, or declaration that has been issued by a governmental authority.
3. Although the notice shall identify a physical location for the meeting, which shall normally be the location where at least the presiding officer and District Administrator are present (see below), the notice shall normally also include a statement, as applicable to the specific meeting and emergency circumstances, that substantially reflects one of the following:
 - a. The District discourages the public and/or media from attending the meeting in person at its noticed location due to concerns with health and safety and encourages use of the alternative method(s) of access that the District is providing.
 - b. Unless the District Administrator or his/her designee expressly approves an exception for an individual that is deemed necessary to meet a legal obligation of the District, the public and/or media are prohibited from attending the meeting in person at its noticed location due to a specific recommendation of public officials that the District intends to enforce in the interest of health and safety or due to an expressly applicable order, decree, or declaration that has been issued by a governmental authority. However, the District has arranged to provide one or more alternative forms of public access to the meeting.
4. Information that identifies how/where a member of the media or general public may access the meeting. For example, apart from any in-person attendance option that may be available, the District may provide access to the meeting via a live broadcast, via a video and/or audio streaming service, and/or via a telephone number for joining an audio conference.
5. District contact information that a person may use to identify and communicate any special needs or any requests for accommodations related to accessing the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District, to the extent that doing so would not violate an order, decree, or declaration of a

governmental authority, such an accommodation may include granting an exception to otherwise-applicable restrictions on in-person attendance at the meeting.

6. Unless required by law in connection with a particular item of business, a virtual meeting held under this po

a. At the direction of the Board or, in the absence of a Board decision, at the discretion of the Board President, the meeting notice may include information regarding how a member of the public may submit a communication (e.g., a comment regarding an agenda item) that, if received in a timely manner, will be provided to all Board members prior to the meeting.

b. At the direction of the Board or, in the absence of a Board decision, at the discretion of the Board President, the meeting notice may include an item of business during which the presiding officer or a designee will read all timely pre-submitted public comments that relate to one or more agenda items for the meeting. If the meeting notice includes such an item of business, then the notice shall further specify how and when to submit a comment to be read at the meeting. A submitted comment will be read at the meeting only if the author is sufficiently identified and the comment complies with the limitations that are normally applicable to verbal public comments at Board meetings (e.g., in regard to length, no prohibited content (e.g., obscenities, threats), etc.).

Conducting a Virtual Meeting of the School Board

1. At least the presiding officer of the meeting and the District Administrator (or an administrative-level designee) shall normally be physically present at the meeting location identified in the public notice of the meeting unless such presence would violate an order, decree, or declaration that has been issued by a governmental authority or would otherwise be infeasible due to extraordinary circumstances, it is the Board's preference and goal, but not strictly required by this policy in all circumstances, for at least a quorum of the Board to be physically present at the duly-noticed location of the meeting.

2. Any Board members who are physically present at the posted meeting location will join the virtual meeting using the available technology platform(s). Any Board members who are not physically present at the meeting location will likewise join the meeting from their remote locations via such platform(s).

3. The presiding officer will formally convene the meeting.

a. The presiding officer shall confirm that all Board members who are known to have attempted to join the meeting appear to have an adequate connection to enable their participation as authorized under this policy.

b. The presiding officer shall confirm that the planned methods for allowing public access to the meeting appear to be functioning in a manner that allows for adequate and reasonable public access under the specific circumstances.

4. Quorums for any virtual meeting that is convened under these emergency procedures will be determined by counting the total number of Board members who are participating in the meeting, including both those physically present and those attending remotely via technology. A majority of the total members of the Board shall constitute a quorum. If, at any point, fewer than a majority of the Board members are able to participate, the meeting shall end for a lack of a quorum.

5. Unless the in-person attendance of the full Board is disallowed by an order, decree, or declaration that has been issued by a governmental authority having such jurisdiction, no Board member will be prohibited from attending a meeting under this policy in person at the duly-noticed location of the meeting. As a result:

- a. In the absence of such an order, decree, or declaration, a Board member's decision to participate in a meeting remotely via technology under this policy is considered voluntary. If, for any reason, a Board member who voluntarily attempts to participate in such a meeting from a remote location is unable to establish or maintain his/her full participation (e.g., due to unforeseen technical difficulties), the meeting may continue without such Board member's participation as long as the Board continues to maintain a quorum of fully-participating Board members.
 - b. If the in-person attendance of the full Board at the duly-noticed location of the meeting is disallowed by an order, decree, or declaration such that a Board member's participation from a remote location cannot be considered voluntary, and if any such Board member is unable to establish or maintain his/her full participation in the meeting from a remote location, the presiding officer shall call for a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation. If the Board member's access issues cannot be adequately resolved, but the Board member also has not voluntarily withdrawn from the meeting, then the remaining members of the Board (provided that there is a quorum) shall make a determination whether or not to continue the meeting without the Board member, taking into account factors such as (1) the apparent reason(s) for the access issues; and (2) the time sensitivity and importance of any of the remaining items of business, including the feasibility of rescheduling some or all of the remaining agenda items of the meeting.
6. Board members who, under this policy, join and participate in a meeting remotely via technology may participate in open sessions of such virtual meetings to the same extent as if they were physically present, including discussing items of business and making and voting upon motions, except that Board members may not participate remotely in any evidentiary, due-process hearing, whether in open session or closed session, unless the Board affirmatively votes to permit such participation and has either (a) obtained the voluntary consent of the necessary parties to the hearing; or (b) determined, based on advice of counsel, that applicable law (including any order or decree issued to protect public health) requires the Board to allow such participation under the circumstances.
7. The Board's preferred setting and forum for conducting any closed session portion of a Board meeting is an in-person meeting, with a physical quorum of the Board being present and without the remote participation of any Board members. Accordingly:
 - a. If a physical quorum of the Board is present at the duly-noticed location of a Board meeting and there is no order, decree, or declaration related to the emergency that prohibits the entire Board from attending the meeting in person, then nothing in this policy grants any Board member who is not physically present at such location a right to attend or otherwise participate in a closed session.
 - b. In the event that the Board considers a motion to convene in closed session during a virtual meeting held under this policy when either (1) a physical quorum of the Board is not present at the duly-noticed meeting location; or (2) there is an order, decree, or declaration related to the emergency that expressly prohibits the entire Board from attending the meeting in person, the presiding officer of the meeting shall poll each member of the Board who wishes to participate in the closed session from a remote location, and each such Board member will be asked to expressly affirm that the Board member has taken appropriate precautions to safeguard the privacy and integrity of the closed session, including but not limited to precautions that would reasonably ensure that the closed session is not being recorded without the Board's permission and that no non-authorized person can hear or access the discussions or other confidential information. The members of the Board may take the response(s) to the request for

such affirmations into account in determining whether to authorize or potentially postpone the closed session.

8. In the absence of technical difficulties or technical limitations specific to a particular meeting, the Board will make a recording of the open session portion(s) of the virtual meetings held under this policy. Any such recording will be made available to the public at no cost.

Additional Statements Regarding the Scope and Application of this Policy

1. In the event of the temporary absence or disability of the Board President, the Vice President shall, to the extent necessary, perform the duties and exercise the powers of the Board President under this policy. If the Vice President is also unavailable, the School Board Clerk shall do so.

2. This policy applies to both regular and special meetings of the Board. Minimum requirements for calling a regular or special meeting of the Board, as specified in state law, must still be satisfied in connection with meetings that are noticed and convened under this policy.

3. During meetings that involve the remote participation of any Board members, the Board will take appropriate measures to ensure accurate tallying and documentation of votes, which may include the regular use of roll call votes or other methods that clearly identify the votes of the individual Board members. No Board member who is absent from a meeting may ever vote by proxy.

4. All special voting requirements established by state law for taking particular action must still be satisfied. Such voting requirements are not affected by this policy.

5. If, at any time, the Board is made aware that the methods arranged for providing public access to a virtual meeting under this policy are not allowing adequate and reasonable public access under the specific circumstances, and if such issues cannot be remedied during a brief recess in the meeting, then the Board shall adjourn the meeting.

6. If a Board member has a concern related to the Board President's decision that a virtual meeting is reasonably necessary under this policy, or as to whether the Board should take up any particular item(s) of business at a virtual meeting, such concerns may be evaluated by the Board at the meeting via, for example, a motion to postpone some or all of the noticed agenda items for the meeting.

7. The Board authorizes the Board President to cancel any Board meeting that has been scheduled or noticed during the pendency of conditions that constitute an emergency situation under this policy (a) if necessary to comply with any mandatory decree, order, or declaration of a governmental authority, or (b) if the Board President determines that health and safety considerations related to the pending emergency situation outweigh any need for the Board to meet, such that the Board would still be able to meet any of its legal obligations (e.g., at a rescheduled meeting) and such that the interests of the District otherwise reasonably permit the cancellation of the meeting. A cancellation under this paragraph shall be effectuated by notifying all Board members and any relevant staff members of the cancellation and by withdrawing any public notice of the meeting and replacing such public notice with a notice of the cancellation (including notifying relevant media).

8. Except as otherwise expressly provided in this policy, the Board's normal policies and practices regarding **BOARD MEMBER ATTENDANCE AT MEETINGS VIA ELECTRONIC COMMUNICATIONS** are temporarily suspended for purposes of a virtual Board meeting that is noticed and convened under this policy. However, once the emergency situation no longer exists, this policy no longer applies, and the Board's normal policies and practices regarding its meetings shall again govern subsequent meetings.

9. Subject to any Board decision to temporarily suspend the meetings of such bodies and to the judgment of the relevant presiding officer as to whether it is necessary and appropriate to attempt to hold

a meeting, the Board authorizes its subunit committees and any other governmental bodies within the District to hold virtual meetings in compliance with the law and in substantial compliance with the procedures set forth in this policy, with the presiding officer of the applicable body serving in the roles this policy assigns to the Board President.

10 The requirements, procedures, and other provisions of this policy may be suspended or modified by a standard majority vote of the Board to the extent doing so would be consistent with applicable law, including any emergency relief, waiver, or exemption from an otherwise-applicable legal requirement that may be authorized by an appropriate governmental authority.

Legal References/Wisconsin Statutes

Subch. V of Ch. 19 [open meetings of governmental bodies; including public accessibility requirements, closed session exemptions, and other provisions]

Section 118.38 [waivers of laws and rules by the Department of Public Instruction]

Section 120.11 [school board meetings in common and union high school districts]

Section 252.02 [powers of the Department of Health Services in connection with communicable diseases; including limitations on public gatherings]

Cross References:

BOARD MEMBER ATTENDANCE AT MEETINGS VIA ELECTRONIC COMMUNICATIONS

Section 2 - Administration

AIDING AND ABETTING OF SEXUAL ABUSE

Date Approved:	3/27/17	Date Revised:
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This policy prohibits any employee, contractor or agent of the district from assisting another school employee, contractor or agent in obtaining a new job if that employee or the district has knowledge of, or probable cause to believe that the other employee engaged in sexual misconduct with a minor in violation of the law. "Assisting" does not include the routine transmission of administrative and personnel files. The requirements of this prohibition do not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency, or any other authorities as required by local, state or federal law or regulations, AND at least one of the following conditions applies:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law; or
2. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or
3. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor or agent within four years of the date on which the information was reported to a law enforcement agency.

ADMINISTERING MEDICATION TO STUDENTS

Date Approved:	7/15/94	Date Revised:	4/24/95, 8/15/11, 3/19/12, 6/22/20
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Medications should be administered to school children at home rather than at school whenever possible.

According to Wis. Stat. sec. 118.29, Wisconsin school personnel and volunteers must be trained and found competent before administering certain medications to students. Options for training are outlined below. All school personnel and volunteers must complete a Basic Medication Administration Principles course either through Option 1 or Option 2. All routes other than oral, ear, eye, and topical require both knowledge training and skills check-off. The knowledge (webcasts) training and assessment tests are to be completed **every four years**, while the skills competency check-off should be completed **annually**. Knowledge training and skills check-off is not required for oral medication, but highly recommended.

School personnel may administer medications to students under established conditions. Included are the following authorized school personnel to administer medications after having received formal training per State Statute requirements:

- Office Secretary/Receptionist
- Administrative Bookkeeper
- Bookkeeper
- Teacher Aides
- Office Substitute Workers & Substitutes
- Teachers
- Principal

- Superintendent

Before any prescription medication may be administered to a student, school personnel must receive written parental/guardian consent and written instructions from the child's physician, dentist or podiatrist. Written parental/guardian consent and instructions must be obtained before administering any non-prescription medications to students.

Prescription Medication

Prescription medication must be sent to school in a pharmacy-labeled container with the student's name, the name of the prescriber the name of prescription medication, the dose, the effective date, and the directions for administration.

The Office shall maintain a log documenting every dose of medication and medication errors that might occur. When an error occurs the Principal or Superintendent must be informed immediately, as well as the parent/guardian.

Epinephrine Auto-Injectors (EpiPen)

Students may possess and use a prescribed Epi-Pen while at school, at a school-sponsored activity or under the supervision of a school authority if:

- The pupil uses the EpiPen to prevent the onset or alleviate the symptoms of an emergency situation,
- The pupil has the written approval of the pupil's physician and, if the student is a minor, the written approval of the pupil's parent or guardian, and
- The pupil has provided the school principal with a copy of the approval or approvals above.

Non-prescription Medication

When supplied by a parent/guardian, non-prescription medication must be sent to school in the original manufacturer's packaging with a list of active ingredients and recommended therapeutic dosage. Non-prescription drug products may only be administered 1 higher than the recommended therapeutic dosage by written approval of the medical provider AND parent or guardian.

Glucagon

Glucagon may be administered to students who have known diabetes and are suffering from severe low blood sugar with an altered state of consciousness.

Drugs that may be administered in the school setting must be listed in the U.S. Pharmacopoeia and National Formulary or the official homeopathic pharmacopoeis.

All written instructions and consent forms shall be filed in the school office. The principal, or designee, shall be responsible for reviewing the written medication instructions periodically, maintaining complete and accurate records, and storing all prescription and non-prescription medications in a safe and secure place.

School personnel trained to administer medications to students shall be provided appropriate instruction, as approved by DPI, and shall be required to administer any medication to a student as deemed medically necessary within their training. The District will utilize training resources, whenever possible, as provided by DPI. Specific medication administration procedures have been developed.

Legal Reference: Wisconsin Statutes Sections 118.125, 118.29, 121.02(1)(9), 146.81-146.83, PI 8.01(2)(9), Wisconsin Administrative Code.

ADMINISTRATION OF MEDICATION/EMERGENCY CARE	
Date Approved:	Date Revised: 2/26/18

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

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

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written instructions from the child's practitioner accompanied by the written authorization of the parent. All prescription medication shall be kept in a locked storage case in the school office, unless the medication is an emergency medication which the student is authorized to carry and self-administer by authorization of both the parent and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation. Medications will be administered and the instruction and consent forms will be maintained in the office.

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Substances, which are not FDA approved (i.e. natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent. Only those nonprescription drugs that are provided by the parent or guardian in the original manufacturers package which lists the ingredients and dosage in a legible format may be administered. Students in grades 9-12 may keep non-prescription medication in its original container in their locker as long as consent forms are signed and on file in the office.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication, including asthma inhalers and epipens.

No student is allowed to provide or sell any type of medication to another student.

Any bus driver, staff member or volunteer, authorized in writing by the District Administrator or a principal, is immune from liability for his/her acts or omissions in administering medication including, but not limited to glucagon and epinephrine, unless the act or omission constitutes a high degree of negligence. Such immunity does not apply to healthcare professionals.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a healthcare professional, shall be required to administer medications that are administered by means other than oral ingestion.

Any district administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student.

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ADMINISTRATION IN POLICY ABSENCE		
Date Approved:	1/20/92	Date Revised: /

The Superintendent shall have the power to implement action within the school system if an emergency situation should develop for which the board has provided no guideline. However, the Superintendents' decision shall be subject to review by the board at its next regular meeting.

ADMINISTRATOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES		
Date Approved:	7/24/17	Date Revised:

Birchwood School District administrators shall engage in independent and active efforts to maintain high standards of knowledge, skills, and professional competency and practice. Accordingly, subject to budgetary constraints and/or time away from work, administrators are encouraged to continue professional growth through the following:

1. Active involvement in formal and informal professional learning communities both within and outside the District;
2. Use of a wide range of technology-based resources;
3. Leading professional development activities for District employees or other educators;
4. Participation in conventions, programs, professional meetings and other activities conducted by local, state and national administrator associations;
5. Seminars, workshops and courses offered by institutions of higher learning; and
6. Other formal and informal professional development activities, including any activities appropriate for the particular administrator that may already be included in the District's staff development plan for licensed employees.

The District Administrator shall, at least annually, prepare and present to the Board his/her own professional development activities.

Expenses directly related to professional development activities will be paid for or reimbursed by the District.

Legal References:
 Wisconsin Statutes
 Section 118.24(5) [attendance at conventions by selected administrators]
 Section 121.02(1)(b) [professional staff development plan]
 Wisconsin Administrative Code
 PI 8.01(2)(b) [professional staff development plan]
 PI 34.03 [administrator standards]

AED (AUTOMATED EXTERNAL DEFIBRILLATOR)			
Date Approved:	4/18/05	Date Revised:	6/22/20

This policy defines and governs the placement and use of AEDs in the school district. AEDs are placed in the school for the convenience and use of by individuals when an emergency arises. The school district assumes no responsibility beyond what is required by the state.

The school district shall place AEDs in places that the public has ready access to; such locations shall be clearly marked. The school district shall periodically offer training in the use of AEDs. This training shall be open to the public, in addition to training provided to staff. The school district assumes no responsibility for providing personnel to use the AEDs during an emergency. Public groups using school facilities, cannot assume that all school personnel know how to use, or are required to use, AEDs.

The Maintenance Director shall periodically check units to determine that batteries are operational. He/she shall also provide basic maintenance to AEDs and related equipment, as needed.

On an annual basis, training shall be offered by the school district beyond initial training. Neither the properly trained care providers, owner, nor provider of the AEDs or the trainers of their use will be held civilly liable for their acts of omissions in rendering good faith emergency care to someone who appears to be in cardiac arrest.

In the event that vandalism occurs to any of the AEDs and/or related peripherals, the perpetrator(s) shall be held responsible for all time and material expenses related to inspecting, repairing and/or replacing of AEDs and peripherals.

Two permanently housed AEDs will be encased in locations that are accessible to the public during any school event-one in the main hall across from the gyms and one in the commons area. The third one is housed in the charter building.

Cross Ref: State Statute 146.50 (8g)

MANDATORY REPORTING OF STUDENT ABUSE AND NEGLECT	
Date Approved: 1/21/91	Date Revised: 3/19/12, 7/16/12, 5/20/19

The Board strictly prohibits any actual or threatened acts of physical, mental, sexual, or other form of abuse directed towards students by any person in any District-owned, operated, or leased facility, or at any school-sponsored activity. Likewise, the Board strictly prohibits any threats of violence in or targeted at any school. All incidents or suspected incidents of such conduct must be reported as described in this policy and in State law and will be investigated. All District employees, regardless of position, are required to make a report in the following instance: when the staff member has reasonable cause to suspect that a child seen in the course of the staff member performance of their job duties has been abused or neglected, or has been threatened with abuse or neglect, regardless of the identity of the suspected perpetrator;

The employee shall immediately call the local office of the Child Welfare Department, social services department, or local law enforcement agency and shall secure prompt medical attention if pertinent. Employees shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any staff member who, in good faith, believes that circumstances require reporting shall do so without conducting any further investigation concerning the subject matter of the report.

According to section 118.07(5) of the state statutes, school boards must require every school employee to receive DPI-provided training in identifying abused or neglected children and the laws and procedures governing the reporting of suspected or threatened child abuse/neglect. A school employee must receive this training within the first six months after commencing employment and at least once every five years after that initial training.

It is not the responsibility of school personnel to prove that the child has been abused or neglected, nor to determine whether the child is in need of protection. School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect.

Anyone knowingly and willfully violating this section by failing to file a report as required may be penalized according to State Statutes.

A person can also be fined or imprisoned for divulging confidential child abuse/neglect report information to an unauthorized person.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order, or as otherwise compelled by law. A reporting employee shall not be dismissed or otherwise penalized for making a good faith report of child abuse or neglect. The details of any reported incident, including the identities of the individuals involved or noted in the report, shall be kept confidential to the extent permitted. Any staff member who disseminates such information other than as permitted or required by policy or legal obligation may be subject to disciplinary action. Any staff member who reports suspected child abuse or neglect will not be subject to disciplinary action and is immune from civil liability to the extent provided for by law.

The principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee.

Legal Ref: 48.981, Wis. Stats., 118.07(5), Wis. Stats., 175.32, Wis. Stats., 48.02, 48.981 WSS; Section 118.07(5)

COMMUNICABLE DISEASES	
Date Approved: 10/23/17	Date Revised:

I. The Birchwood School District shall cooperate with state and local public health officials in establishing and maintaining appropriate health standards for the school environment, promoting the good health of students and staff, and educating students and staff in disease prevention methods and

sound health practices. State and federal laws and regulations and local ordinances related to communicable disease reporting and control shall be followed.

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

III. In an effort to maintain a safe and healthful school environment, the District shall provide information to students and staff regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and during school-related activities. District employees shall receive specific training regarding the District's Exposure Control Plan and will be expected to comply with provisions of the plan when they are exposed to blood or other potentially infectious agents or materials.

IV. Students and District employees may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, including any disease identified within the Communicable Disease Chart for Schools that is published by the Department of Health Services or any other disease expressly defined or identified as communicable by a public health agency, that poses a significant health risk to others or that renders them unable to adequately perform their jobs or pursue their studies. Such decisions will be made on an individual basis and in consultation with one or more health care professionals. Students and employees excluded from school pursuant to this policy may appeal their exclusion as set forth in Board Policies and the Staff Handbook.

V. The District recognizes that an individual's health status is personal and private. Therefore, the District shall handle information regarding students and District employees with suspected or confirmed communicable diseases in accordance with state and federal laws and Board policies governing the confidentiality of student and staff health records.

VI. Schools may be closed for public health reasons by order of a public health officer or agency or as determined to be necessary by the District Administrator.

Legal References:

Sections 103.15, 111.31, 115.01(10), 118.01(2)(d)2c, 118.07(3), 118.125, 118.13, 118.195, 121.02(1)(i), 146.81-146.83, 252.04, 252.15, 252.19, 252.21, Wis. Stats.

DHS 145, SPS332.50, Wis. Adm. Code

29 Code of Federal Regulations (DFR), Part 1910 – Subpart Z

Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973

Cross References:

Administrative Guideline 8450 – Management of Head Lice in the School Setting

Administrative Guideline 9130 – Complaint Resolution Procedures

Additional References:

Wisconsin Childhood Communicable Diseases Chart for Schools

Wisconsin Association of School Boards Policy Services

DANGEROUS WEAPONS (CONCEALED-CARRY)			
Date Approved:		8/17/94	Date Revised: 3/19/12, 1/2/18

Students, community members and employees need to understand that the possession of dangerous weapons at school is governed by various Federal and State laws.

The Board of Education 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.

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 board defines dangerous weapon as 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 or guardians and may also make a referral to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

The District Administrator will refer a staff member or school volunteer who violates this policy to law enforcement officials. The staff member may also be subject to disciplinary action, up to and including termination, as permitted by applicable board policy.

Policy exceptions include:

1. weapons under the control of law enforcement personnel; while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
2. items pre-approved by a principal, the District Administrator, or the Board 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 and live ammunition will never be approved);
3. theatrical props used in appropriate settings.
4. starter pistols used in appropriate sporting events; and
5. lockback knife having a blade no longer than three (3) inches in length, a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the person's employment.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

Concealed Carry Permit Holders

Nothing in this policy prohibits an employee with a properly issued permit to carry a concealed weapon from exercising his/her rights consistent with Wisconsin's concealed carry law and the State and Federal gun free school zones laws. However, a staff member who is the holder of a concealed carry permit

license issued or recognized by the State of Wisconsin may not, by virtue of Wis. Stat. 948.605(2)(b)1r, possess a concealed weapon anywhere in or on school grounds, including parking areas.

A staff member who is a concealed carry permit licensee may not carry a concealed weapon or otherwise store a weapon or ammunition in his or her personal vehicle while transporting students for school sponsored events or school-related purposes in his or her own vehicle. This does not apply to the transportation of students related by blood or marriage to the staff member if only such students are being transported.

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

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

Legal Reference:

120.13(1), Wis. Stats.

943.13, Wis. Stats.

948.605, Wis. Stats

18 U.S.C. 921(a)(3)

18 U.S.C. 922

20 U.S.C. 7151

DISCIPLINE/SECLUSION AND RESTRAINT	
Date Approved: /	Date Revised: 12/17/18

It is the responsibility of School District personnel to assure that students are provided with an appropriate learning environment. The Board recognizes that there may be times when a student will engage in dangerous or disruptive behavior that requires immediate attention. In such cases, school personnel shall avoid the use of (1) any unlawful behavioral intervention; or (2) any unreasonable and excessively restrictive intervention. Positive behavioral interventions and supports are the District's preferred means of preventing and addressing inappropriate student behavior that does not present a direct threat to safety or to any person's well-being but that does interfere with the student's learning, the learning of others, or school operations.

Students shall not be subjected to the use of corporal punishment at any time. Corporal punishment means intentionally inflicting or causing to be inflicted physical pain for the purpose of punishment or as a disciplinary action. It includes, for example, paddling, slapping or prolonged maintenance of physically painful positions.

It is the policy of the Board of Education to permit the use of seclusion and restraint only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, it is the least restrictive intervention feasible and it is performed in a manner consistent with this policy and law. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others.

Professional staff as well as support staff, within the scope of their employment, may use and apply reasonable and necessary force to:

- A. quell a disturbance threatening physical injury to self or others;
- B. obtain possession of weapons or other dangerous objects upon or within the control of the student;
- C. use self-defense or defend others;
- D. protect property;
- E. remove a disruptive student from school premises, a school-related activity, or a district vehicle;
- F. prevent a student from inflicting harm on himself/herself;
- G. protect the safety of others.

In addition, staff members may use or apply incidental, minor, or reasonable physical contact designed to maintain order and control with the scope of employment. When a staff member is unable to adequately handle a behavior situation alone, he/she shall contact the building principal/crisis intervention team immediately.

All employees and "covered individuals" shall comply with State and Federal law regarding the Use of Seclusion and Restraint.

Seclusion is defined in the law as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Individuals covered by the law include employees of a public or charter school and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

The "covered individuals" (school employees and contracted individuals who provide services for a public or charter school) may use seclusion with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The seclusion lasts only as long as necessary to resolve the risk to physical safety.
- C. A covered individual maintains constant supervision of the student.
- D. The seclusion room or area is free of objects or fixtures that may injure the student.
- E. The student has adequate access to bathroom facilities, drinking water, necessary medication, and meals.
- F. No door connecting the seclusion room or area to other rooms or areas is capable of being locked.

Physical Restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. The "covered individuals" may only use physical restraint on or with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk.
- C. There are no medical contraindications to the use of physical restraint.
- D. None of the following maneuvers or techniques are used:
 - 1. those that do not give adequate attention and care to protecting the student's head
 - 2. those that cause chest compression
 - 3. those that place pressure or weight on the student's neck or throat
 - 4. those that do not constitute corporal punishment
 - 5. those that do not use mechanical or chemical restraints

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include: 1) if a student is not confined to an area from which s/he is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to regain control or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student.

Parental Notice and Written Report Requirements

Whenever seclusion or physical restraint is used with or on a student, the Principal or his/her designee shall notify the student's parent or guardian as soon as practicable but no later than one (1) business day after the incident. The notice shall advise the parent of the incident and of the availability of the written report.

Written notification to the parents/guardian and documentation to the student official school record shall include the following:

- A. the name of the student
- B. name of the staff member(s) administering the restraint
- C. date of the restraint and the time of the restraint began and ended
- D. location of the restraint
- E. narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint and the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
- F. documentation of all parental contact and notification efforts

All incidents involving the use of student seclusion under this policy and all incidents involving a significant physical encounter between a student and any District official, employee, or agent shall be reported to the building principal and to the parents or guardians of the student involved.

The school principal, or his/her designee, will be required to prepare and present an annual report to the Board of the number of incidents involving seclusion or physical restraint, the total number of students involved and the number of students with disabilities involved in such incidents.

Individual Education Program (IEP) Requirements

The law requires that for students with identified disabilities under the Individuals with Disabilities in Education Act (IDEA), the first time that seclusion or physical restraint is used on a "child with a disability," the student's Individual Education Program (IEP) team must convene as soon as possible after the incident. The IEP team shall review the student's Individualized Education Plan to ensure that it contains appropriate positive behavioral interventions and supports to address behaviors that are of concern and to revise the IEP if necessary.

Mandatory Training for Staff

Staff who engage in the lawful use of physical restraint shall obtain training as to the methods of preventing the need for physical restraint, identification of dangerous behaviors that may indicate the need for physical restraint and the methods of evaluating risk of harm such that physical restraint is warranted, experience in administering and receiving various types of restraint, instruction on the effects of restraint, monitoring signs of distress during restraint, obtaining medical assistance and demonstrating proficiency in administering physical restraint.

Pursuant to State law, the District Administrator, or his/her designee, shall create and maintain a record of the training received by the employees and school staff covered by the State law governing Seclusion and Restraint (Act 125).

Limited Training Requirement Exception

Training for staff in the use of physical restraint is required unless the situation is an emergency and a trained individual is not immediately available due to the "unforeseen nature of the emergency." However, at a minimum the school in which physical restraint is used must ensure that at least one (1) employee has been trained in its use.

The School District shall not discriminate in standards or rules of behavior or disciplinary measures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, color, religion, sexual orientation or physical, mental, emotional or learning disability.

Legal Reference

Individuals with Disabilities Education Act, as amended, Wis. Stats. Chapter 115 and 118 (115.787 and 118.305)

DISTRICT COVID-19 TRAVEL POLICY		
Date Approved:	9/28/20	Date Revised:

COVID-19 is present throughout the state and the United States. Staying home is the best way to protect yourself and others from getting sick. All District employees are encouraged to limit travel.

If travel is unavoidable, the District urges employees to review both State and Federal travel guidance:

- <https://www.dhs.wisconsin.gov/covid-19/travel.htm>
- <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>

The District has no desire to impede employee leisure activities, but has an obligation to ensure a safe and healthy environment for all students and employees. To meet this obligation, effective immediately, employees are required to discuss and disclose travel plans with their supervisor prior to traveling out of state to another state or country to attend any event, before returning to the workplace.

The District will review the travel situation, including:

- Method of transportation (private auto, public transport, air flights)
- Exposure to others outside of household members (none, known individuals, unknown individuals)
- Exposure to groups of varying sizes (no groups, small groups less than 15, large gatherings)

Cooperation and candor are expected. Discipline could result if employees fail to do either.

Employees who travel to a location in the United States/outside the states that has an increasing, or high, rate of infection during the travel period or have been exposed to large gatherings where social distancing was not practiced may be subject to a 14-day quarantine from the workplace.

An employee may shorten the 14-day quarantine period by providing proof of COVID-19 testing that indicates a negative test result after day five of returning from travel.

This travel policy will be in effect until employees are notified otherwise. This policy may be changed at any time due to the unprecedented nature of this pandemic and the uncertainties it presents.

EMERGENCY CARE PROCEDURES			
Date Approved:	8/17/94	Date Revised:	6/22/20

1. Emergency Treatment Consent:

- a) Each student enrolled in the School District of Birchwood is asked about Medical Conditions and the Medical Plan that should be followed. It is found in the Student Information System and is easily accessible to all certified personnel (a hard copy is also made and given to personnel on a need-to-know basis).
- b) In the event that the parent(s)/guardian has not completed an emergency plan and it is impossible to reach the parent(s)/guardian, a student requiring medical treatment will be transported to the nearest emergency treatment facility.
- c) All extra-curricular advisors/coaches should have in possession, a copy of the Medical Plan for each participant.

In the event of student illness or injury while under school supervision, the person in charge is to inform his/her immediate supervisor as to the nature and extent of the illness/injury. The supervisor will make a judgment as to what course of action to pursue:

1. Should the illness/injury be of a minor nature, treatment will be made by school personnel.
2. Should there be any question as to the extent of the illness/injury, the supervisor will attempt to immediately notify the parent(s)/guardian for instructions unless the situation requires immediate assistance from the rescue squad.
3. Should the ill or injured person need medical attention not available on the school premises, the parent(s)/guardian will be asked to make arrangements to transport their son/daughter to medical facilities.

In the event that the parent cannot arrange for transportation, or cannot be reached, the supervisor/principal/designee shall:

1. Call for an ambulance (9-1-1).
2. If necessary, wait with the student until a parent/guardian arrives.

EMERGENCY CLOSINGS	
Date Approved: 11/26/90	Date Revised: 12/18/17

The Superintendent or his/her designee may close-school, dismiss early, or delay the start of school in the event of hazardous weather or other emergencies. Factors to consider include, but are not limited to:

1. Bomb threat
2. Blizzard conditions
3. Proper heat of building
4. Extreme cold

If school is dismissed early or closed, after-school extracurricular activities and community use of the facilities will be cancelled, unless approved by the principal or superintendent or his/her designee.

Public health officials also have the authority to close a school for health-related emergencies including outbreaks and epidemics. Within 24 hours of a school being closed for a reason specified by the department of health services, the school district will notify the department. The notice shall include the reason for the closure. Within 24 hours of reopening a school that was closed, school district personnel will notify the department of health services that the school has reopened. In the notice, the school board shall include the number of days the school was close.

EQUAL EDUCATIONAL OPPORTUNITIES			
Date Approved:	4/27/92	Date Revised:	/

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of sex, race, religion, ancestry, sexual orientation, national origin, pregnancy, marital or parental status or physical, learning, mental or emotional disability.

The School District is committed and dedicated to the task of providing the best education possible for every student in the district for as long as the student can benefit from attendance and the students conduct is compatible with the welfare of the entire student body.

Non-discrimination policies shall be printed in the student handbook, course selection book, enrollment materials, and published annually in August in the local newspaper, to make students and parents aware of their rights.

Complaints regarding the interpretation or application of this policy shall be referred to the District Administrator and processed in accordance with established procedures.

Legal Reference: Section 118.13 Wisconsin Statutes, PI 9 of the Wisconsin Administrative Code, Title IX, Education Amendments of 1972, Title VI, Civil Rights Act of 1964, Section 504, Rehabilitation Act of 1973, Cross Reference; Discrimination Complaint Procedure

Publish Yearly

Board Policy Guide

All Handbooks

EQUAL EDUCATION OPPORTUNITIES DISCRIMINATION PROCEDURES	
Date Approved:	Date Revised: 1/29/18

If any person believes that the School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX and Section 504 or in some way discriminates on the basis of sex, race, color, national origin, ancestry, religion, creed, pregnancy, parental or marital status, sexual orientation, or physical, learning, mental or emotional disability/handicap, s/he may bring forward a complaint to the Title VI, Title IX or section 504 Coordinator, at his/her office in the School District, Birchwood, WI or contact him/her by telephone: (715) 354-3471.

Informal Procedure:

The person who believes she/he has a valid basis for complaint shall discuss the concern with the local Title VI, Title IX or 504 coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within five (5) school/businesses days. If this reply is not acceptable to the complainant, s/he may initiate formal procedures according to the steps listed.

Formal Grievance Procedure:

Step 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the local Title VI, Title IX or 504 Coordinator within five (5) school/business days of receipt of the written reply to the informal complaint. The coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within ten (10) school/business days.

Step 2: If the complainant wishes to appeal the decision of the local Title VI, Title IX or 504 Coordinator, s/he may submit a signed statement of appeal to the school district's administrator within five (5) school/business days after receipt of the local coordinator's response to the grievance. The school district administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within ten (10) school/business days.

Step 3: If the complainant remains unsatisfied, s/he may appeal through a signed, written statement to the Board of Education within five (5) school/business days of his/her receipt of the school district administrators response to Step 2. In an attempt to resolve the grievance, the Board of Education shall

meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board clerk to each concerned party within ten (10) school/business days of this meeting.

Step 4: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made within 30 days to the Department of Public Instruction. Equal Opportunity Office, P.O. Box 7841, Madison, WI 53707. Also, an appeal may be made to the office for Civil Rights, U.S. Department of Education, Washington, D.C. 20201.

Grievance Procedure - Special Education:

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional educational need shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.

Grievance Procedure - Federal Programs:

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction or a complaint or appeal may also be made to some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the U.S. Office for Civil Rights-Region V in Chicago.

Dissemination of Discrimination Grievance Procedures:

The adopted discrimination grievance procedures shall be disseminated to students, parents, employees and others to inform them about the proper process of making a complaint. The information shall be published in student/parent/staff handbooks, news articles before the start of school and other appropriate times, Board policies posted in staff lounges and guidance offices, and course offering booklets/curriculum guides.

Maintenance of Grievance Records

The coordinators (Title VI, Title IX and section 504) shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the grievant or complainant and his/her title or status.
2. The date the grievance was filed.
3. The specific allegation made and any corrective action requested by the grievant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

Legal Reference: Sections 115.28(31), 118.13 Wis. Stats. PI 9, 41 Wis. Adm. Code Title IX, Education Amendments of 1972, Title VI, Civil Rights Act of 1973, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, Civil Rights Act of 1991, McKinney-Vento Homeless Education Assistance A

EQUAL OPPORTUNITY EMPLOYMENT		
Date Approved:	3/26/18	Date Revised:

The Birchwood School District is an equal opportunity employer. Personnel hiring and administration in the District are to be conducted so as not to discriminate against applicant or employee on the basis of age, race, sex or sexual orientation, disability/handicap, citizenship status, marital status, pregnancy, national origin, creed, color, political affiliation, genetic information, ancestry, arrest or conviction record, military service, use or nonuse of a lawful product off school premises during non-working hours, declining to attend a meeting or participate in any communication about religious or political matters, authorized use of family or medical leave or worker's compensation benefits or any other reason

prohibited by state or federal law. Exceptions to this policy will only be made in accordance with state and federal laws.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District. The District shall also accommodate the religious practices of an employee to the extent required by law.

The District does not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the ADA, an employee with HIV infection is welcome to continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodations if necessary.

Complaints regarding the interpretation or application of this policy shall be referred to the District Administrator. Notice of this policy and related complaint procedures shall be given in accordance with applicable legal requirements. The individual may appeal or file directly to the appropriate governmental agency. This may include but is not limited to the following: Equal Rights Division of the Wisconsin Department of Workforce Development, U. S. Office of Civil Rights and/or the Equal Employment Opportunity Commission and or the U.S. Office for Civil Rights-Region V in Chicago.

Legal Ref.: Section 111.31 Wisconsin Statutes

Section 111.321

Section 111.322

Section 118.195

Section 118.20

Federal Laws and Regulations:

Title IX, Education Amendments of 1972

Title VII of the Civil Rights Act of 1964

Section 504 of the Rehabilitation Act of 1973

Age Discrimination Act of 1967

Pregnancy Discrimination Act

Americans with Disabilities Act of 1990

Genetic Information Nondiscrimination Act of 2008

Immigration and Nationality Act (Title II, Chapter 8, Act 274B)

FOOD SERVICE COOK/KITCHEN ASSISTANT			
Date Approved:	3/18/94	Date Revised:	4/24/95, 10/28/19

Job Summary

The Kitchen Assistant is responsible for preparing main entrees, fruits, vegetables and other food items following a planned menu and standardized recipes as part of a team. Other responsibilities will include one or more of the following: set-up and restock serving lines, cleanup, order food items, serve students, assist in dish room, and operate the computer at point of sale and cleaning of tables and commons area after lunch service including trash removal.

Essential Job Functions

- Prepares the daily main entree options and/or other food items including fruits, vegetables and breakfast items as part of a team.
- Sets up serving lines, ensuring high standards of food quality and appearance before food is served to students and staff. Follows food preparation directions and Hazard Analysis and Critical Control Points (HACCP) regarding time and temperature.
- Follows planned menus using production sheets and standardized recipes to ensure required portions of food items

are being offered.

- Records amounts of food items prepared and leftover items on daily production sheet. Use records to forecast future needs and minimize waste.
- Operates computer at point of sale during service.
- Follows proper sanitation procedures while on duty.
- Maintains a clean workstation and cleans any dishes used during food preparation.
- Cleans up kitchen following meal service and labels any food items that will be placed in cooler or freezer.
- Cleans up commons area following meal service and removes trash.

Ancillary Job Functions

- Assists in dish room and cleaning of kitchen equipment.
- Helps serve student meals and assists with prepping of meals as needed.
- Assists Food Service Director with weekly food ordering.
- Inventories food and supplies for the purpose of ensuring availability of items required for planned meals.
- Steps into other food service roles as necessary when short staffed.
- Attends staff meetings.
- Participates in professional development classes and workshops approved by the Food Service Director.
- Maintains Professional Standards Training Requirements.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of (Human Resources) HR.

- High school diploma or general education degree (GED).
- Basic mathematics, communication, and computer skills.
- Able to learn quickly and be flexible to change.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Food preparation experience or training.
- Have knowledge of current State and Federal Regulations and guidelines as they pertain to school food service programs. Understanding of offer-vs-serve as it applies to the National School Lunch Program.
- Familiar with basic record keeping as it pertains to food production worksheets.
- Knowledge of the use, cleaning, and maintenance of all commercial food service equipment used.
- ServSafe certification or willingness to obtain certification as soon as possible.
- Training in basic first aid.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to communicate professionally and relate effectively with district staff, students, parents, and the public in a positive manner.
- Ability to maintain accurate and complete production records.
- Ability to organize, plan, and complete workload in a timely manner.
- Ability to work independently and as a team member.
- Ability to understand and carry out oral and written instructions.
- Ability to maintain confidentiality.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- May occasionally be exposed to potentially hazardous bodily fluids.
- Kitchen environment with moderate noise levels.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to stand on tile/cement floor, frequently bending or twisting while performing duties.
- May be required to grasp, push, reach, or stoop/kneel/crouch.
- Able to lift or move up to 50 pounds.
- May occasionally work in temperatures of above 90 degrees with higher humidity levels and experience temperature extremes from walk-in coolers/freezers to warm kitchens.
- Specific vision abilities required by this job include close vision, depth perception, and peripheral vision.

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The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position, and additional duties may be assigned.

FOOD SERVICE DIRECTOR JOB DESCRIPTION			
Date Approved:	3/18/94	Date Revised:	4/24/95, 10/28/19

Job Summary

The District Food Service Director will oversee all aspects of the district Child Nutrition Program (CNP) operation. The job functions include administration, planning, directing assessing, implementing, and evaluating the program in order to meet the nutritional and educational needs of children, as they relate to the CNP. The school nutrition professional shall partner with others in the school district and community to solicit support for the development of a sound nutrition assistance food program while following federal, state, and local guidelines. The CNP is to provide an environment that supports healthy food habits while maintaining program integrity and customer satisfaction.

Essential Job Functions

- Customer Service
 - Establishes quality standards for the presentation and service of food.
 - Implements a district-wide customer service driven philosophy that focuses on value and satisfaction.
- Sanitation, Food Safety, and Employee Safety
 - Establishes procedures to ensure that food is prepared and served in a sanitary and safe environment.
 - Monitor all school cafeteria sanitation procedures and respond to inspection from both county and state.
 - Develops and integrates employee safety regulations into all phases of the school foodservice operation.
 - Establishes procedures and policies for risk management.
 - Maintain MSDS (Material Safety Data Sheets) book.
- Financial Management and Recordkeeping
 - Establishes measurable financial objectives and goals for the CNP.

- Manages the CNP using appropriate financial management techniques.
 - Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies.
 - Approve all direct certification, free, and reduced applications (and appropriate notification letters) along with yearly verification of applications.
 - Monthly reporting to State for reimbursement.
 - Daily cafeteria reporting paperwork.
 - Input/maintain all student data in cafeteria computer program (keep track of all student accounts for reporting to State).
 - Prepare invoices for households and make calls as necessary to keep family accounts current.
 - Code bills for payment.
- Food Production
 - Develops procedures to ensure the food production system provides safe nutritious food of high quality.
 - Ensures operational procedures for efficient and effective food production and distribution.
- Procurement
 - Implements a cost-effective procurement system.
 - Develops purchasing guidelines to ensure purchased food and supplies reflect product knowledge, customer preferences, district needs, policies, and nutrition objectives.
 - Establishes standards for receiving storing, and inventorying food and non-food supplies based on sound principles of management.
- Program Accountability
 - Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
 - Develops guidelines for providing services in response to disaster or emergency situations.
- Nutrition and Menu Planning
 - Develops cost-effective menus that maintain nutrition integrity and meet all local, state, and federal guidelines and regulations. Menus to be posted on website as well.
 - Provide kitchen with recipes and portion sheets.
 - Purchase of all food and input orders.
 - Monitor and compile nutrient analysis.
 - Assesses customer preferences, industry trends, and current research to plan menus that encourage participation in the CNP.
- General Management
 - Employs management techniques to maintain an effective and efficient CNP.
 - Provide in-services for cafeteria employees.
 - Develops short and long term goals through strategic planning for the district school foodservice program that supports the philosophy and policies of the Board of Education.
 - Implements policies and procedures to ensure the effective operations of CNPs.
 - Develops a long-range program for establishing professional status for the CNP's role in the education community.
 - Reviews current research information to determine health and nutrition-related trends and

foodservice management developments; and develops innovative program changes and expansions based on this information.

- Yearly on site reviews from State.
- Yearly pre-order survey for government commodities.
- Schedule commodities deliveries.
- Implement, develop, and update all Hazard Analysis and Critical Control Points (HACCP) policies and procedures.

- **Personnel Management**

- Implements personnel policies and procedures for the CNP according to local, state, and federal regulations and laws.
- Develops job performance standards that provide for performance improvement.
- Organizes kitchen staff meetings and attends school staff meetings.
- Organizes and participates in professional development classes and workshops.
- Maintains Professional Standards Training Requirements (12 hours/year minimum).

- **Facility Layout and Design and Equipment Selection**

- Assists with designing and planning facilities that ensure high quality customer service, wholesome food production, and efficient workflow.
- Determines equipment needs and specifications consistent with program needs and budget. Then, purchase the equipment.

- **Marketing**

- Develops a marketing plan to attract students, parents, teachers, administrators, support staff, and community.
- Communicates program information to encourage and secure support for the school food and nutrition program from the Board of Education, administrators, faculty, students, parents, and community.
- Implements a plan for providing foodservice for special functions consistent with Board of Education policies.

- **Computer Technology**

- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation.
- Trains staff to use computer technology in individual school sites to improve management techniques.

- **Nutrition Education**

- Provide input on the School Wellness Policy as well as serve on the review committee

- **Daily Kitchen Operations**

- Prepares the daily main entree options and/or other food items including fruits, vegetables and breakfast items as part of a team.
- Sets up serving lines, ensuring high standards of food quality and appearance before food is served to students and staff. Follows food preparation directions and HACCP regarding time and temperature.
- Follows planned menus using production sheets and standardized recipes to ensure required portions of food items are being offered.
- Records amounts of food items prepared and leftover items on daily production sheet. Uses records to forecast future needs and minimize waste.

- Operates computer at point of sale during service.
 - Follows proper sanitation procedures while on duty.
 - Maintains a clean workstation and cleans any dishes used during food preparation.
 - Cleans up kitchen following meal service and labels any food items that will be placed in cooler or freezer as part of a team.
 - Oversees and assists as necessary to clean commons area following meal service.
 - Serves student meals.
 - Oversees and assists as necessary in dish room and cleaning of kitchen equipment.
 - Inventories food and supplies for the purpose of ensuring availability of items require for planned meals.
 - Steps into other food service roles as necessary when short staffed.
- Other
 - Performs and directs job related proficiency with the highest ethical integrity.
 - Performs and directs with a commitment to promote a quality CNP that meets the nutritional needs of the customers served.
 - Performs and directs with an overall nature that is committed to the goals and visions of the school district.
 - Performs and directs appropriate communication skills with the customers served.
 - All other reasonable duties as assigned by direct supervisor
-

Qualifications

- Required Qualifications
 - High school diploma (or GED) *and* 3 years of relevant school nutrition program experience.
 - ServSafe certification or willingness to obtain certification as soon as possible.
 - Proficient in mathematics, communication, and computer skills.
 - Able to learn quickly and be flexible to change.
- Preferred Qualifications
 - Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.
 - Bachelor's degree, or equivalent educational experience, with any academic major or area of concentration, *and* either a State-recognized certificate for school nutrition directors or at least 1 year of relevant school nutrition program experience.
 - Associate's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; *and* at least 1 year of relevant school nutrition program experience.
 - Food preparation experience or training.
 - Have knowledge of current State and Federal Regulations and guidelines as they pertain to school food service programs. Understanding of offer-vs-serve as it applies to the National School Lunch Program.
 - Familiar with basic record keeping as it pertains to food production worksheets.
 - Knowledge of the use, cleaning, and maintenance of all commercial food service equipment used.

- Training in basic first aid.
- Knowledge, Skills, and Abilities
 - Ability to communicate professionally and relate effectively with district staff, students, parents, and the public in a positive manner.
 - Ability to maintain accurate and complete production records.
 - Ability to organize, plan, and complete workload in a timely manner.
 - Ability to work independently and as a team member.
 - Ability to maintain confidentiality.
- Work Environment
 - May occasionally be exposed to potentially hazardous bodily fluids.
 - Kitchen environment with moderate noise levels.
- Physical Requirements
 - Must be able to stand on tile/cement floor, frequently bending or twisting while performing duties.
 - May be required to grasp, push, reach, or stoop/kneel/crouch.
 - Able to lift or move up to 50 pounds.
 - May occasionally work in temperatures of above 90 degrees with higher humidity levels and experience temperature extremes from walk-in coolers/freezers to warm kitchens.
 - Specific vision abilities required by this job include close vision, depth perception, and peripheral vision.

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The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position, and additional duties may be assigned.

FOOD SERVICES MANAGEMENT			
Date Approved:	1/21/91	Date Revised:	1/29/18, 4/22/19

The Board shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing

food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15b.3. To qualify for such substitutions the medical certification must identify:

- D. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- E. an explanation of how the condition or symptom affects the student's diet; and
- F. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who provide a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, but which does not comply with the requirements above. To qualify for such consideration and substitutions the medical statement must identify:

- G. the medical or dietary need that restricts the student's diet; and
- H. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the Food Service Director. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Office. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt was incurred and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding

sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the CPTO, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 C.F.R. 210.9(b) (17) and 7 C.F.R. 210.15(b).

Students will be permitted to purchase meals from the District's food service using their food service account. A student may be allowed to incur a negative food service account balance subject to conditions outlined on the Meal Accounts Policy.

Students may be permitted to accumulate negative food service account balance as determined by the policy. This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies. The policy and guidelines will be posted on the District website. No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Wellness Policy. The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- Fax: (202) 690-7442; or
- E-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

Legal

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

42 U.S.C. 1758

15.137, 93.49, 115.34 -115.345, 120.10(16), 120.13(10), Wis. Stats.

7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245

42 U.S.C., Chapter 13

FRAUD PREVENTION

Date Approved: 7/24/17

Date Revised:

The School District of Birchwood is entrusted with public dollars and as such, all employees are expected to demonstrate stewardship of the district's limited resources. The District expects all employees to demonstrate integrity, due diligence, and abide by applicable laws, policies and procedures. This same standard applies to all parties who interact with the District.

The Superintendent or designee shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety or fiscal irregularities within the district. Every member of the District's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity within his/her areas of responsibility.

Any District employee who suspects fraud, impropriety or irregularity in relation to District fiscal or other resources shall report his/her suspicions immediately to his/her supervisor and/or Superintendent, who shall be responsible for initiating necessary investigations. In the event the concern or complaint involves the district administrator, the concern shall be brought to the attention of the school board president. Investigations shall be conducted in a manner that protects the confidentiality of the parties and the facts, and be conducted in coordination with law enforcement, legal counsel and other agencies as appropriate. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, appropriate actions shall be taken in consultation with the District's legal counsel.

Legal References: WI Statutes Chapter 19, subchapter III; 120.12(1); 946.12 and WI Uniform Financial Accounting Requirements (WUFAR)

GIFTS TO SCHOOLS

Date Approved: 1/21/91

Date Revised:

2/26/18

The Board of Education is appreciative of public generosity of individuals and organizations within the community that wish to donate money or other gifts toward the schools or sponsorships in support of District programs, facilities and services manifested through gifts, grants, and bequests. At the same time, the Board of Education recognizes its responsibility to maintain control over the District's educational program and student activities and ensure equity in educational opportunity. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift,

grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

The Board may accept and use any bequest or gift of money or property for a purpose deemed by the Board to be consistent with district goals. Equipment and materials purchased for or donated to the public school by agencies or organizations outside of the school must have approval of the Board.

All gifts or bequests shall become the sole property of the district to be used at the discretion of the Board, unless otherwise specified in the bequest.

The School District shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aides, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Legal Reference: Sections 118.13, 118.27 Wisconsin Statutes, PI 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures, Board Policy

HARASSMENT POLICY-EMPLOYEES	
Date Approved:	Date Revised: 4/15/02, 3/26/18

The Birchwood Public Schools is committed to providing a workplace free of harassment for both its students and employees. Employees are entitled to an environment where the conduct of others does not unreasonably interfere with their ability to perform their duties at their highest levels.

No employee shall be subject to harassment directed at any of the following categories: sex, sexual orientation, race, national origin, ancestry, color, age, creed, religion, pregnancy, marital (or parental) status, handicap, sex or sexual orientation, political affiliation, arrest or conviction record, genetic information, military service, use or non-use of lawful products off the district's premises during non-working hours, declining to attend a meeting or participate in any communication about religious or political matters, authorized use of family or medical leave or worker's compensation benefits and any other reason prohibited by state or federal laws. Exceptions to this policy may only be made in accordance with state and federal laws.

It is the responsibility of students, staff, and administration to help enforce this policy so that these prohibited activities do not occur in the school district. Administration is charged with the responsibility to make sure that employees have an environment that is free of harassment.

Harassment Defined: Harassment refers to conduct that is sufficiently severe or pervasive such that an abusive or hostile environment exists. Such conduct may be physical, verbal, or written, and includes threats as well as actions.

Harassment may take many forms. It includes, but is not limited to, the following:

1. **Student to Student**
2. **Student to Adult**
3. **Adult to Student**
4. **Adult to Adult**

Individuals subjected to harassment, individuals reporting harassment, and individuals participating in a harassment investigation will be protected from retaliation. Any person retaliating against any person who is the subject of harassment, reports harassment, or participates in a harassment investigation shall be disciplined.

Any person who believes he/she is being harassed is encouraged to pursue a harassment complaint in the following manner: Good faith harassment complaints will be taken seriously and will be subject to review and investigation by the administration. All individuals included in the investigation of these matters are charged with the responsibility to hold such matters in the strictest confidence to guard against the inadvertent disclosure of information.

The building principal is responsible for informing staff and students annually of the harassment policy.

Harassment of Employees

The Birchwood Public Schools is committed to providing a workplace free of harassment. Our employees are entitled to work in an environment where the conduct of others does not unreasonably interfere with work performance. The authority for the Board of Education to regulate such conduct includes Title VI of the Civil Rights Act of 1964, Wisconsin Fair Employment Statutes, United States Supreme Court decisions, and Equal Employment Opportunity commission regulations and guidelines. For purposes of this policy, harassment refers to conduct that is sufficiently severe or pervasive such that an abusive or hostile environment exists. Such conduct may be physical, verbal, or written, and includes threats as well as actions.

No employee shall be subject to harassment directed at any of the following categories: sex, sexual orientation, race, national origin, ancestry, color, age, creed, religion, pregnancy, marital (or parental) status, (or physical, emotional, mental, or learning) disability/handicap, or any other category that becomes legally protected. Harassment can also be motivated by other distinguishing personal characteristics (e.g. physical attributes, economic status).

Administration is charged with creating and maintaining a workplace free of harassment. Administrative rules appended to this policy will further define harassment, encourage the filing of complaints, protect confidentiality, discourage retaliation, provide a clearly understood complaint process, establish sanctions for violations of this policy, and provide for the education of all staff regarding this policy.

The Board further recognizes that state law grants authority to administration to suspend and the Board to expel any student who endangers the property, safety or health of an employee regardless of whether the endangering activity takes place at school.

Definitions

Sexual Harassment

“Sexual harassment” is a form of sexual discrimination. A discriminatorily abusive environment can and often will detract from employees’ job performance, discourage employees from remaining on the job, or keep them from advancing in their careers. Conduct that rises to the level of sexual harassment includes the following:

1. Deliberate verbal or physical conducts of a sexual nature, whether or not repeated, that is sufficiently severe or pervasive to interfere substantially with an employee’s work performance or to create an intimidating or offensive work environment. Such conduct includes offensive gestures, leering, unnecessary following, sexual comments about an employee’s appearance or body, “dirty jokes,” and written or verbal comments about an employee’s personal sex life.
2. Unwelcome sexual advances. Examples of this behavior include patting, pinching, brushing against, hugging, cornering, kissing, fondling, or any other similar deliberate physical contact that is unwelcome.

3. Deliberate, repeated display of offensive sexually graphic materials. Such materials include photographs, drawings, posters, cartoons, etc.
4. Requests or demands for sexual favors tied to an implied or expressed promise of preferential employment treatment or threat of negative employment consequence.

The conduct described above may be considered to be sexual harassment regardless of whether the parties involved are of the same or other gender.

Harassment

A safe and productive work environment must be free of any form of harassment. Conduct that rises to the level of harassment, in addition to that detailed in the above definition of sexual harassment, includes the following:

5. Deliberate, repeated making of verbal or written comments that insult, degrade, or stereotype an employee or group of employees because of sex, sexual orientation, race, national origin, ancestry, color, age, creed, religion, pregnancy, marital (or parental) status, or (physical, mental, emotional, or learning) disability.
6. Striking, shoving, kicking, throwing objects at or any form of physical aggression directed at an employee.
7. Engaging in or threatening to engage in action (verbal, physical, or written) that has no legitimate business purpose and which would reasonably cause an employee to fear for his or her physical safety or emotional welfare.
8. Posting or circulating any written or graphic materials, sound or video recordings, or any electronic or other materials that attack, defame, belittle, or show hostility to an employee or group of employees and that have no legitimate business purpose.

Complaint Process

Philosophy

The complaint investigation and resolution procedure will protect the legitimate interests of both the complaining employee and the party charged with harassment. The process must be conducted in an expedient, fair, thorough, and confidential manner.

Procedure

The following procedure spells out the formal process for complaint resolution. Any employee who believes that he or she is the victim of harassment should follow the steps set forth below:

Step I. Anyone who believes that he/she is being subjected to harassment is encouraged to advise the harasser(s) of his/ her objection to the harassing behavior/conduct to see if the harassing behavior can be stopped. However, failure of the individual who believes he/she is being harassed to confront the harassers does not prevent the harassed individual from moving on to Step II of the procedure.

Step II. The individual believing he/she is being harassed should report the harassment to the building principal/designee or district administrator either verbally and/or in writing. Any written report of harassment must be signed. Any individual being harassed is to report the specific nature of the harassing behavior/conduct the individual is being subjected to, the times and dates of the harassing behavior/conduct, name(s) of the alleged person(s) doing the harassing, name(s) of any witnesses, and what strategies were used to try and stop the harassment, if any. To the extent possible, all complaints of harassment will be handled in a confidential manner. The administration, or designee, shall investigate the harassment complaint thoroughly by notifying the person who has been accused of harassment of the nature of the harassment complaint, permit the accused person to respond to the harassment allegations, and make arrangements for a private meeting to discuss the harassment complaint with the individual being harassed. When the investigation leading up to the involvement of legal authorities is necessary, the alleged perpetrator may not necessarily be contacted until after some aspects of the investigation have been completed. The purpose of this step is to resolve the complaint with all concerned parties within a reasonable period of time after the receipt of notice of the harassment complaint.

Step III. If the parties involved in the harassment issue are not satisfied with the resolution of the harassment complaint in Step II, above, the individual being harassed may refer the matter to the school district administrator. The appeal should be made to the school district administrator in writing within a reasonable period of time following the conclusion of Step II, above, of receiving the decision by the principal. The district administrator shall arrange a private meeting with the parties involved to discuss the harassment matter. The district administrator shall provide a written response to the parties within 15 days of holding the meeting with the parties.

Step IV. If the parties involved in the harassment issue are not satisfied with the decision of the district administrator in Step III, above, the individual being harassed may appeal the matter in writing to the school board. The appeal shall state the specific reason for disagreement with the response provided by the district administrator. The appeal to the school board should be filed with the school board in a reasonable amount of time. The school board shall arrange a private meeting with the parties to discuss the appeal. The school board shall give the parties a written response to the appeal within 20 working days.

Step V. If the harassment complaint is not resolved to the satisfaction of the parties involved the individual being harassed may appeal to the appropriate governmental agency. This may include but is not limited to the following: Equal Rights Division of the Wisconsin Department of Workforce Development, U. S. Office of Civil Rights and/or the Equal Employment Opportunity Commission. A complaint or appeal may also be made on some bases, including sexual harassment, to the U.S. Office for Civil Rights-Region V in Chicago.

Confidentiality

The confidentiality of all parties involved in a harassment complaint investigation shall be strictly respected. Only individuals with a need to know or who are necessary to fully understand the facts will be included in the process. The administration recognizes that in some instances anonymity may be requested. However, in order to conduct a thorough investigation, the identification of individuals may be unavoidable.

Discipline

An employee who is determined to engage in harassment will be subject to discipline. The level imposed will depend on the facts of the situation. These facts include the amount of harm inflicted, the severity or

pervasiveness of the activity, and the employee's discipline record. Discipline may include a reprimand, suspension with/without pay, or discharge.

A student who has engaged in harassing activity directed at an employee, regardless of whether the activity takes place at school or while attending a school activity, will be subject to discipline. The state legislature has granted to the Board the authority to expel a student for such conduct and the administration the authority to suspend. The level of discipline will depend on the harm inflicted, the severity and pervasiveness of the activity, and the student's behavioral record.

Education

Awareness of the Board's policy and the Employee Handbook is essential to the district's efforts to maintaining a working environment that is free of harassment. Employees shall have access to district policies and will read and sign the Employee Handbook stating they read the handbook and abide by the standards.

HARASSMENT POLICY-STUDENTS	
Date Approved:	Date Revised: 4/15/02, 3/26/18

The Birchwood Public Schools is committed to providing a workplace free of harassment for both its students and employees. Students are entitled to an environment where the conduct of others does not unreasonably interfere with their ability to perform at their highest levels.

Students shall not be subject to harassment directed at any of the following categories: : sex, sexual orientation, race, national origin, ancestry, color, age, creed, religion, pregnancy, marital (or parental) status, physical, mental, emotional disability/handicap, or any other category that becomes legally protected. Harassment can also be motivated by other distinguishing personal characteristics (e.g. physical attributes, economic status).

It is the responsibility of students, staff, and administration to help enforce this policy so that these prohibited activities do not occur in our school district. Administration is charged with the responsibility to make sure that students and staff have an environment that is free of harassment.

Harassment Defined: Harassment refers to conduct that is sufficiently severe or pervasive such that an abusive or hostile environment exists. Such conduct may be physical, verbal, or written, and includes threats as well as actions.

Harassment may take many forms. It includes, but is not limited to, the following:

1. **Student to Student**
2. **Student to Adult**
3. **Adult to Student**
4. **Adult to Adult**

Individuals subjected to harassment, individuals reporting harassment, and individuals participating in a harassment investigation will be protected from retaliation. Any person retaliating against any person who is the subject of harassment, reports harassment, or participates in a harassment investigation shall be disciplined.

Any person who believes he/she is being harassed is encouraged to pursue a harassment complaint in the following manner: Good faith harassment complaints will be taken seriously and will be subject to review and investigation by the administration. All individuals included in the investigation of these

matters are charged with the responsibility to hold such matters in the strictest confidence to guard against the inadvertent disclosure of information.

The building principal is responsible for informing staff and students annually of the harassment policy.

Student Harassment

Student harassment is defined as striking, shoving, kicking, throwing objects at, or otherwise subjecting another person to physical contact or attempting or threatening to do the same, name calling, or engaging in a course of conduct or repeatedly committing acts which intimidate, cause discomfort to, or humiliate another individual or which interfere with the recipient's academic performance. Intimidate means to make timid or fearful, to frighten, or to compel or deter by or as if by threats. Harassment includes verbal comments or other expressions which insult, degrade, or stereotype any person or group.

Examples of conduct and behavior prohibited under this policy include, but are not limited to the

PRAYER AT SCHOOL EVENTS			
Date Approved:	11/16/92	Date Revised:	3/26/18

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration.

The District shall not function as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article.

The Board acknowledges that it is prohibited from adopting any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when students are free to associate.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving non-religious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The flag of the United States shall be flown during school sessions, weather permitting.

Professional staff members are authorized to lead students in the Pledge of Allegiance or the National Anthem at an appropriate time. No student may be compelled against the student's objections or those of the student's parents to recite the pledge or sing the national anthem.

Legal

118.06(2), Wis. Stats.

20 U.S.C. 4071 et seq.

PUBLIC RECORDS			
Date Approved:	3/15/93	Date Revised:	/

The School Board of the Birchwood School District shall allow persons to have access to school district records in accordance with this policy and implementing procedures, and in accordance with law.

The District Administrator is designated as the legal custodian of records for any school district authority. (Except that the principal is designated legal custodian for records and also act as deputy custodian in the administrators absence.) The legal custodian shall safely keep and preserve records of the authority and shall have legal power to render decisions and carry out duties related to those public records maintained by any school district authority. The legal custodian may deny access to records only in accordance with the law. (The legal custodian is authorized and encouraged to consult with the district's legal counsel in determining whether to deny access to a record in whole or in part.)

Public records may be inspected, copied and/or abstracted at any time during established district office hours. The legal custodian may establish fees in accordance with the law. A list of such fees shall be made available at the district office.

A public records notice shall be displayed in designated locations throughout the district and procedures shall be developed to implement this policy.

1. DEFINITIONS:

- a) "Authority" means any of the following having custody of a record: (s. 19.31(1) of the Statutes includes the following in the definition of authority: an office, elected official, agency, board, committee, council, department or a formally constituted subunit of any of the foregoing. In the school district a list of "Authorities" would probably include the school board, committees, the school district president, vice-president, clerk and treasurer, among others. Failing to enumerate an "Authority" here does not eliminate the authority's responsibility under the public records law, but it does leave unresolved how the school district authority's responsibility is to be administered.
- b) "Legal custodian" means any person or position designated under II(a-b) or otherwise designated by law to carry out responsibilities under this policy and the public records of health.
- c) "Record" means any material on which written, drawn, printed, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by an authority. "Record" includes, but is not limited to, handwritten, typed, or printed pages, maps, charts, photographs, films, recordings, tapes (including computer tapes), and or computer printouts. "Record" does not include, drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials which are purely the personal property of the custodian and have no relation to his or her office; materials to which access is limited by copyright(©), patent or bequest; and published materials in the possession of an authority other than a public library which are available for sale, or which are available for inspection at a public library.

2. LEGAL CUSTODIANS:

- a) On behalf of any Birchwood School District Authority identified in {I-A}, the following positions are designated as legal custodians of records: District Administrator (Legal custodian), Principal as (Deputy Custodian).
- b) The legal custodian has full legal power to render decisions and carry out the duties of the authorities identified in (I-A). The designation of a legal custodian does not affect the powers and duties of an authority under the public records law.

3. CUSTODY AND DELIVERY OF OFFICIAL PROPERTY

- a) Except as provided under Restriction of Records, below, each officer and employee of the school district shall safely keep and preserve all records received from his or her predecessor or other persons and required by law to be filed, deposited or kept in his office or which are in the lawful possessions or control of which he or she or they may be lawfully entitled as such officers or employees.
- b) Upon the expiration of an Officer's term of office or an employee's term of employment, or whenever the office or position of employment becomes vacant, each such officer or employee shall deliver to his or her successor all records then in his or her custody and the successor shall receipt with the school district clerk. If a vacancy occurs before a successor is selected or qualified, such records shall be delivered to the receipted for by the clerk, on behalf of the successor, to be delivered to such successor upon the latter's receipt.

4. ACCESS PROCEDURES

- a) A request to inspect or copy a record shall be made to the legal custodian or deputy. The request shall be deemed sufficient if it reasonably describes the requested record or information requested. However, a request for a record without a reasonable limitation as to subject matter or length of time represented by the record does not constitute a sufficient request. No request may be refused because the person making the request is unwilling to be identified or to state the purpose of the request. However, if the record is kept at a private residence or if security reasons or federal law so dictate, identification may be required. Mail requests may not be denied unless a fee prepayment is required under VIII(e-6).
- b) Each legal custodian, upon request for any record, shall, as soon as practicable and without delay, either fill the request or notify the requestor of the authority's denial.
- c) A request for a record may be denied as provided in V(a). Oral requests may be denied orally unless a demand for a written statement of the reasons denying the request is made by the requestor within five business days of oral denial. If a written request is denied in whole or part, the requestor shall receive a written statement of the reasons for the denial. Written denials must include a statement informing the requestor that the denial may be reviewed by a court by mandamus under s.19.37(1) of the Statutes, or upon application to the attorney general or a district attorney.

5. LIMITATIONS ON THE RIGHT TO ACCESS:

- a) As provided by s.19.36 of the Statutes, the following records are exempt from disclosure under these procedures:
- b) Records specifically exempted from disclosure by state or federal law or authorized to be exempted from disclosure by state law. Pupil records are exempted as provided by 118.125 of the Statutes.
- c) Any record relating to investigative information obtained for law enforcement purposes if federal law or regulations require exemption from disclosure or if exemption from disclosure is a condition to receipt of aids by the state.
- d) Computer programs, although the material used as input for a computer program or the material produced as a product of the computer program is subject to inspection; and
- e) A record or any portion of a record containing information qualifying as a common law trade secret.
- f) If a record contains information that may be made public and information that may not be made public, the authority having custody of the record shall provide the information that may be made public and delete the information that may not be made public from the record before release.

- g) A legal custodian may deny access to a record, in whole or in part, only if he or she determines that the harm to the public through disclosure of the record outweighs the public benefit of access to the record. The legal custodian is authorized and encouraged to consult with the school district's legal counsel in making such determinations. The legal custodian shall follow the procedures in 4-c and in s.19.35(4) of the statutes when the access to a record in whole or part, is denied.

6. DESTRUCTION OF RECORDS:

- a) All school district records shall be kept for a period of no, less than seven years unless a shorter period is fixed by the public records and forms board under s.16.61(3)(e) of the Statutes and except as provided in (b). This section does not apply to pupil records under s.118.125.
- b) Any taped recordings of a meeting by a governmental body, in s.19.82(1) and (2) of the Statutes, may be destroyed no sooner than 90 days after the minutes have been approved and published if the purpose of the recording was to make minutes of the meeting.
- c) Prior to destruction of any records, the historical society shall be notified at least sixty days in advance to determine if historical interest justifies preservation of such records. The historical society may, upon application, waive this notice.

7. PRESERVATION OF RECORDS BY MICROFILM:

- a) The legal custodian may, subject to school board resolution, keep and preserve public records in his or her possession by means of microfilm or other photographic reproduction method. Such records shall meet the standards for photographic reproduction set forth in s.16.61(7) of the Statutes, and shall be considered original records for all purposes. Such records shall be preserved along with other files of the school district and shall be open to public inspection and copying according to the provisions of state law and these procedures.

8. PUBLIC ACCESS TO RECORDS; FEES:

- a) Except as provided in V-a, any person has a right to inspect a record and to make or receive a copy of any record as provided in s.19.35(1) of the statutes. (Legal custodians should have access to and read s.19.35(1) of the Statutes.)
- b) Records will be available for inspection and copying during all regular office hours.
- c) A requestor shall be permitted to use facilities comparable to those available to school district employees to inspect, copy or abstract a record.
- d) The legal custodian may require supervision of the requestor during inspection or may impose other reasonable restrictions on the manner of access to an original record if the record is irreplaceable or easily damaged.
- e) A requestor shall be charged a fee for the cost of copying and locating
 - i) 1.The fee for photocopying shall be 10¢ per page. (This fee may not exceed the actual, necessary and direct cost of reproduction. See s.19.35(3) of the Statutes for the authority for the fee provisions included here.)
- f) If the form of a written record does not permit copying, the actual and necessary cost of photographing and photographic processing shall be charged.
- g) The actual full cost of providing a copy of other records not in printed form on paper, such as films, computer printouts and audio- or videotapes shall be charged.
- h) If mailing or shipping is necessary, the actual cost thereof shall also be charged.
- i) There shall be no charge for locating a record unless the actual cost therefore exceeds \$50.00 in which case the actual cost shall be determined by the legal custodian and billed to the requestor.
- j) The legal custodian shall estimate the cost of all applicable fees and require a cash deposit of half of the estimate, if such estimate exceeds \$5.00. Non-payment will be considered as a withdrawal of the request.
- k) Elected officials and employees of the school district shall not be required to pay for public records they may reasonable require for the proper performance of their official duties.
- l) The legal custodian may provide copies of a record without charge or at a reduced charge where he or she determines that waiver or reduction of the fee is in the public interest.

9. PENALTIES AND ENFORCEMENT:

- a) If a school district withholds a record or delays access following a written request, the requestor may bring an action in mandamus, asking the court to release the record. Alternatively, the requestor may ask the attorney general or district attorney to bring such action. The courts may award reasonable attorney fees, damages of not less than \$100 and other actual costs to the requestor if the requestor prevails. If the court finds that the school district has arbitrarily or capriciously denied or delayed response to a request or charged excessive fees, the court may award punitive damages to the requestor.

Legal Reference: Subchapter II of Chapter 19 Wisconsin Statutes, Section 120.13(28)

following:

1. Physical or mental abuse.
2. Verbal comments or other expressions which insult, degrade, or stereotype any person or group because of sex, sexual orientation, race, national origin, ancestry, color, creed, religion, pregnancy, marital (or parental) status, or physical, mental, emotional, or learning disability.
3. Discriminatory remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, anger, or humiliation or which interfere with the recipient's academic performance.

Sexual Harassment

“Sexual Harassment” is unwelcome sexual conduct which: substantially interferes with the student's school performance; creates an intimidating, hostile, or offensive school environment; or gives the student the impression that consenting to the conduct will lead to an advantage or benefit for the student, and rejecting the conduct will lead to a tangible disadvantage or loss of benefit. Sexually harassing behavior may include, but is not limited to: unwanted touching or sexual advances; requests for sexual favors or acts; sexual gestures; sexual jokes, stories, or innuendos; and deliberate display of sexually explicit materials that is not necessary for educational purposes. Sexually harassing behavior may include behavior directed at a member of the same sex.

CYBERBULLYING

“Cyberbullying” includes, but is not limited to, the use of information and communication technology (e.g., cell phones, computers, websites, social media, and e-mail) to bully another person. Cyberbullying is prohibited regardless of whether it is done on school property or at a school-sponsored or school-supervised event or activity.

Procedures for Dealing with Student Harassment

Formal complaints will be taken seriously and will be subject to thorough review and immediate investigation by the principal or his designee. While time periods are established for the completion of various actions, the principal or designee will provide inform interested parties if the original timelines will not be followed because of circumstances beyond his control.

The following steps should be taken in dealing with harassment:

Step I. Anyone who believes that he/she is being subjected to harassment is encouraged to advise the harasser(s) of his/ her objection to the harassing behavior/conduct to see if the harassing behavior can be stopped. However, failure of the individual who believes he/she is being harassed to confront the harassers does not prevent the harassed individual from moving on to Step II of the procedure.

Step II. The individual believing he/she is being harassed should report the harassment to the building principal/designee or district administrator either verbally and/or in writing.

Parents/guardians of a student who believes the student is being harassed can verbally and/or in writing report harassment on behalf of their child to the building level or district administrator.

Any written report of harassment must be signed. If the parents/guardians have not been notified of a report of harassment made by a student, the building level principal or district administrator shall notify them of the matter immediately. Any individual being harassed is to report the specific nature of the harassing behavior/conduct the individual is being subjected to, the times and dates of the harassing behavior/conduct, name(s) of the alleged person(s) doing the harassing, name(s) of any witnesses, and what strategies were used to try and stop the harassment, if any. To the extent possible, all complaints of harassment will be handled in a confidential manner. The administration shall investigate the harassment complaint thoroughly by notifying the person who has been accused of harassment of the nature of the harassment complaint, permit the accused person to respond to the harassment allegations, and make arrangements for a private meeting to discuss the harassment complaint with the individual being harassed. The purpose of this step is to resolve the complaint with all concerned parties within a reasonable period of time after the receipt of notice of the harassment complaint.

Step III. If the parties, and/or perpetrators, involved in the harassment issue are not satisfied with the resolution of the harassment complaint in Step II, above, the individual being harassed may refer the matter to the school district administrator. The appeal should be made to the school district administrator in writing within a reasonable period of time following the conclusion of Step II, above, of receiving the decision by the principal. The district administrator shall arrange a private meeting with the parties involved to discuss the harassment matter. The district administrator shall provide a written response to the parties within 15 days of holding the meeting with the parties.

Step IV. If the parties involved in the harassment issue are not satisfied with the decision of the district administrator in Step III, above, the individual being harassed may appeal the matter in writing to the school board. The appeal shall state the specific reason for disagreement with the response provided by the district administrator. The appeal to the school board should be filed with the school board in a reasonable amount of time. The school board shall arrange a private meeting with the parties to discuss the appeal. The school board shall give the parties a written response to the appeal within 20 working days.

Step V. If the harassment complaint is not resolved to the satisfaction of the parties involved the individual being harassed may appeal to the appropriate governmental agency. This may include but is not limited to the following: State Superintendent of Public Instruction, or the U. S. Office of Civil Rights. A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the U.S. Office for Civil Rights-Region V in Chicago.

Discipline

A student who is determined to engage in harassment will be subject to discipline. The level imposed will depend on the facts of the situation. These facts include the amount of harm inflicted, the severity or pervasiveness of the activity, and the student's discipline record. Upon investigation, individuals who are determined to have engaged in harassment under the provisions of this policy may be subject to disciplinary action. This may include, but is not limited to, reprimand, detention, suspension, expulsion, as well as the reporting of the incident(s) to law enforcement officials. Harassment is prohibited on school property at any time and at all school-sponsored programs or activities off school property, such as school sponsored field trips/activities or co-curricular/extracurricular activities at other schools or designated/determined locations.

SAFE & HEALTHFUL FACILITIES	
Date Approved:	Date Revised:

All District facilities shall be maintained at a level to protect the health, safety and welfare of students, employees and public. To assist in the fulfillment of this policy, all of the District's facilities shall be in compliance with all applicable local safety and health codes and regulations as well as all federal regulations, state codes and orders of the Department of **Administration** and the Department of Health and Social Services. The Administrator has the responsibility for coordinating all activities related to safety and health consideration of the facilities for the entire district.

Procedure:

1. The District facilities shall be inspected annually by the Director of Building services, or designee, for potential or demonstrated hazards to health, safety and welfare. Should hazardous conditions exist, they shall be corrected or necessary arrangements shall be made to provide for safe and healthful facilities.]
2. All employees who have reason to believe that District facilities are not being maintained in accordance with this policy should report this information to the Director of Building Services, or designee.
3. The building Administrator shall recommend to the Superintendent ways and means to bring the facilities that have been identified as hazards into compliance with the policy.
4. Maintenance procedures and custodial services shall be conducted in such a manner that the health, safety and welfare of persons using the facilities are protected.

Legal Reference: Wisconsin Statutes 120.12(5), 121.02(i)

The administrative rule or the criteria for Standard (i) is as follows:

A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities. The School Board shall comply with all regulations, state codes, and orders of the Department of **Administration** and the Department of Health and Social Services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed or special arrangements made to provide for safe and healthful facilities.

Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

“A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities.”

The long-range plan for a district may be in any form which is most practical for the local situation. In a district where all of the buildings have recent construction dates, an analysis of certain areas (such as roofs) should be made and a schedule should be established for monitoring the condition of that area and for taking expected necessary action to assure proper long term maintenance. Further, if certain systems were omitted in the original construction, a schedule should be established for adding such systems at given dates in the future. Examples of this might be a total thermal control system, an improved athletic equipment drying or ventilating system, or television capability.

In the districts having buildings with construction dates spread from the turn of the century to the present there is still greater need for the long-range plan. Certain buildings, due to perhaps a number of characteristics such as construction date, type of structural material, design of space, and type of mechanical systems, should be scheduled for razing. The construction of new facilities might make this

possible or a declining enrollment might be the key. Other buildings might qualify for complete refurbishing at a given date but many things should be considered in this decision. The resultant building should serve the current and projected program, should be properly located for an extended period of service to the district, should be on a site which can serve the projected needs and should, after refurbishing, have a worthwhile extended use expectancy.

“The school board shall comply with all regulations, state codes, and orders of the Department of **Administration** and the Department of Health and Social Services and all applicable local safety and health codes and regulations.”

Buildings, in general, are required to conform to only to those codes which were in force on the date of construction. In certain respects it is logical to bring buildings up to the level of the current codes so that students may be served more adequately or in a safer and more healthful environment.

Access to all programs of the school (and ultimately to all parts of all buildings) by the physically handicapped is another example of a desirable building improvement. Whereas new buildings are required to be fully accessible to, and usable by, handicapped persons, forward looking districts will attempt to improve accessibility in older buildings as well.

The plans for new buildings and for additions or structural alternations to existing buildings must be approved by the Department of **Administration**. With proper supervision of the construction work, it can be assumed that state codes have been met. Designers and builders also have the obligation to meet applicable local codes as well. Although buildings have been constructed according to code, it is not uncommon for the occupants of a building to misuse various systems or areas of the building so that code violations exist. Chaining doors, blocking automatic fire doors, storage under stairways, blocking corridors, removal of guards, blocking of ventilation dampers, etc., all detract from the manner in which a building makes a contribution to maintaining a safe and healthful environment.

“The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed, or special arrangements made to provide for safe and healthful facilities.”

It is expected that a tour/an inspection of all facilities used by a district for school purposes will be conducted annually by a person in charge of coordinating safety activities and such other persons deemed desirable. An attempt should be made to analyze the physical surroundings such as buildings, walks, streets, and other features with which students must cope. The analysis should also involve perusal of any accident records and conditions such as overcrowding and inappropriate use should be noted. Certain conditions can be corrected and prompt action is in order. Overcrowding or inappropriate use may not be immediately correctable but such conditions should have an impact on the long-range plan for facilities. Still other circumstances such as dangerous street crossing may have to be compensated for by re-routing of pedestrian or vehicular traffic, by the use of mechanical or painted signs, or by placing a crossing guard at that point. The purpose of the analysis is to protect students from conditions which are critical to their safety and health.

“Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected.”

The purpose of planned maintenance is not only to guard the investment which the district has made in facilities and to retain or improve the safety and health factors, but also to enhance the use of the space for instructional purposes. Personnel comfort features, such as good lighting, controlled heat and ventilation, and good housekeeping are important to a desirable environment and must be given constant attention if the facility is to serve well.

“Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.”

SCHOOL ATTORNEY			
Date Approved:	6/15/92	Date Revised:	6/22/20

The Board recognizes that the increasing complexity of school district operations frequently requires procurement of professional legal services. Consequently, it shall retain an attorney or attorneys to represent the board or school district in any action or proceeding brought for or against the board or district and provide for any other legal service for the welfare of the school district.

A decision to seek legal advice or assistance on behalf of the school district shall normally be made by the superintendent or by persons specifically authorized by the superintendent. Such action shall occur as it is consistent with approved district policy or standard practice and meets an obvious need of the district. It may also take place as a consequence of formal Board direction.

Many types of instances of legal assistance to the district may be considered routine and not necessitating specific Board approval or prior note. However, when the administration concludes that unusual types of professional legal services may be required, the Board directs the administration to advise it and to expeditiously seek either initial or continuing authorization for such services.

Legal Reference: Section 120.13 (9m) as created by chapter 301.Laws of 1979 Section 120.10 (14)

SCHOOL ATTORNEY

Qualifications:

The school attorney shall be a duly licensed attorney authorized to practice law in all the courts in the State of Wisconsin.

Duties:

Upon the request of the Board of Education, the Superintendent of Schools or other administrative officers, the school attorney shall perform the following duties:

1. Shall be the legal advisor for the Board of Education and the Superintendent of Schools on all matters pertaining to the administration of the school system.
2. Shall prepare or advise in the drafting of resolutions and rules for the Board of Education, and advise the Board on all matters pertaining to the functions of the Board of Education in the governing of the school system.
3. Shall counsel the Superintendent of Schools, and other administrative personnel on the orders of the Superintendent, of all legal problems that arise to the school laws, actions concerning students and teachers in the system, and represent the school systems' interests in all legal matters that may come before the courts.
4. Shall draft all legal documents or advise on all legal documents that concern the Board of Education or the administration of the school system.
5. Shall examine contracts, as needed, and provide counsel on the same before any action is taken by the Board of Education or Superintendent of Schools in the execution of the contract.
6. The school attorney shall work closely with the architect and/or engineer who is engaged to perform architectural or engineering services, as needed, for the Board of Education for the purpose of public construction pertaining to school property.
7. The school attorney shall approve contract documents, as needed, consisting of the advertisements for bids; instruction to bidders; bids, performance and payment bonds; the contract;

change orders; supplemental conditions; and all other documents including addendum before the same are submitted to the public, the bidder, or the contracting party.

8. Direct and provide for the prosecution or defense of any action or proceedings in which the school district is interested.

SEARCH AND SEIZURE (SEARCH OF STUDENTS AND/OR PERSONAL BELONGINGS)			
Date Approved:	12/20/93	Date Revised:	7/27/20

The Birchwood School District 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 School District policies. The School District also authorizes the use of breath-test instruments in accordance with School District policy to determine if alcohol is present on a student's breath.

The School District recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student search be conducted without reasonable suspicion that the search will turn up evidence that the student has violated or is violating a law, School District policy or school rule, or that the search will produce evidence of a condition that endangers the safety or health of any persons. Any search under this paragraph shall 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 alleged infraction, the student's age and gender, the student's disciplinary history and any other relevant circumstances or information.

This authorization to search shall apply to all situations in which the student is under the jurisdiction of the School District, except as limited by law or other School District policy. Anything found in the course of a search pursuant to this policy, which constitutes evidence of a violation of a particular law, School District policy, or school rule, or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner.

A copy of this policy will be included in the Parent/Student Handbook that is distributed to each student in the district.

LEGAL REF. Sections 118.32, 118.325 and 118.74 Wisconsin Statutes
U.S. Supreme Court Decision – New Jersey v. T.L.O. (105 S. Ct. 733, 83 L.Ed. 2d, 1985) Wisconsin Court of Appeals Decision – In re L.L. (90 Wis. 585, 280 N.W. 2d 343, 1979 Wisconsin Supreme Court Decision – In the Interest of Angelia D. B. (Case No. 95-3104)

**SEARCH AND SEIZURE
(SEARCH OF STUDENTS AND/OR PERSONAL BELONGINGS)
ADMINISTRATIVE GUIDELINES**

These Administrative Guidelines are intended to facilitate the implementation of the Search and Seizure (Search of Students and/or Personal Belongings) and Locker Searches policies, as applicable.

1. Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal or his/her designee.
2. The principal or his/her designee shall, when appropriate, attempt to obtain the freely-offered consent of the student to the search; however, provided that there is reasonable suspicion that the

- search will turn up evidence that the student has violated or is violating a law, School District policy or school rule, or that the search will produce evidence of a condition that endangers the safety or health of any person, the principal or his/her designee may conduct the search without such consent.
3. Whenever possible, a search will be conducted by the principal or his/her designee in the presence of a staff member other than the principal or his/her designee.
 4. 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.
 5. 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. Nothing in School District policy or these Administrative Guidelines shall be construed as authorizing a search in which a student's genitals, pubic area, buttock or anus, or a female student's breast, is uncovered and either is exposed to view or is touched by a person conducting the search.
 6. Police officers may conduct searches as stipulated by law and district procedures. When a student is searched by the police officer, the principal or his/her designee who is requesting and directing the search must be present.
 7. The District Administrator, or his/her designee, 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 or his/her designee, the search shall be conducted by the law enforcement officers in accordance with the legal standards applicable to law enforcement officers who are conducting a search of a student at the direction of the District Administrator or his/her designee.
 8. Law enforcement searches conducted independent of any District Administrator's request or direction shall be conducted based on the standards applicable to law enforcement.
 9. The principal or his/her designee 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.
 10. The principal or his/her designee shall be responsible for the custody, control and disposition of any object taken from a student, and shall determine whether any such object is turned over to the police/school resource officer or law enforcement.

STUDENT INTERVIEWS/QUESTIONING BY OUTSIDE AGENCY PERSONNEL			
Date Approved:	12/20/93	Date Revised:	7/27/20

The Board of Education encourages school administrators and District staff to work in close cooperation with law enforcement, social services and other outside agency personnel for the safety and well-being of students and staff.

Law enforcement and other outside agency personnel may interview students at school during the school day at the request of or with authorization from the building principal or designee. Every effort should be made to schedule and conduct student interviews with outside agency personnel in a way that minimizes disruption of the student's normal school day, minimizes disruption of the normal functioning of the school, and minimizes the extent to which students may be distracted from their school work and classes.

- A principal/designee shall contact the student's parents/legal guardians prior to interviewing or questioning by outside agency personnel, except in suspected child abuse cases controlled by state law.

Outside agency personnel shall be expected to follow established district guidelines when interviewing or questioning students in school buildings.

Legal Ref: 48.19, 48.57, 48.891 WSS

GUIDELINES FOR STUDENT INTERVIEWS/QUESTIONING BY OUTSIDE AGENCY PERSONNEL

1. Outside agency personnel should report to the offices to request the principal's permission to question or interview a student in the building. The principal or designee shall assume responsibility for finding the student and bringing the student to the office where the interview or questioning will be held in a closed setting, not readily accessible or open to the public view.
2. In order to ensure proper decorum in the classroom, no outside agency personnel shall interrupt the classroom or in any way interfere with the classroom teacher providing instruction.
3. A principal/designee shall contact the student's parent(s)/legal guardian prior to the interview or questioning, except in suspected child abuse circumstances controlled by state law.
4. Except in cases in which the law enforcement officer or health and family services agency personnel (i.e., social worker) determines the school official's presence will impede the investigation, and unless a parent/guardian grants permission, the principal/designee shall be present during the interview or questioning but shall not participate in the interview or questioning of the student. The principal/designee shall be available to ensure that there is no confrontation during the interview or questioning and to ensure that the student is properly returned to the classroom after the interview or questioning, unless other appropriate legal action is taken.
5. Law enforcement officers may not remove a student from the school building while the student is properly in attendance without written permission of the student's parent(s)/legal guardian unless a warrant is issued for the student's arrest, the student is taken into custody as part of an official investigation by the law enforcement officer, or those conditions covered in (8) below exist.
6. Health and family services agency employees or counselors from other than the School District may not remove a student from the school building while the student is properly in attendance without the written permission of the student's parent(s)/legal guardian, or unless the student is under the legal custody of the agency represented by the employee or counselor.
7. The principal/designee may refer a student to a school counselor, social worker, or school psychologist for counseling, if necessary, after the interview or questioning. Health and family services agency employees and counselors from non-school agencies may counsel with a student in the school buildings upon written permission from the student's parent(s)/legal guardian or the supervising agency with legal custody of the student.
8. If a student is in a state of emergency, as defined in state law (i.e., the student is mentally ill, drug dependent or developmentally disabled and there is substantial probability of physical harm, either to the student or others), a law enforcement officer or other authorized person may immediately remove the student from the school and place him/her in emergency detention. The student's parent(s)/legal guardian shall be notified as soon as possible of the student's removal from school premises.
9. No district employee shall disclose any information regarding contact between a law enforcement officer and/or health and family services agency personnel with a student to anyone

except to a superior or to the student's parent(s)/legal guardian, unless otherwise authorized by law.

10. If a principal/designee requests an outside agency to come in and question a student, the student's parent(s)/legal guardian will be contacted prior to the interview or questioning, except in suspected child abuse circumstances controlled by state law.

SECTION 504 POLICY			
Date Approved:	11/20/95	Date Revised:	5/21/18

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary accommodations or program modifications, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

District Compliance Office

The following person(s) is/are designated as the District Section 504 Compliance Officer(s)/ADA Coordinator(s) ("District Compliance Officer"):

District Administrator
Birchwood School District
300 S. Wilson St.
Birchwood, WI 54817
(715) 354-3471

The District Compliance Officer or his/her designee is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer.

The District Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

Training

The District Compliance Officer or his/her designee will also oversee the training of employees in the District so that employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The District will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The Board will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the District's Compliance Officer will be posted in the District, and published in the District's recruitment statements or general information publications.

Legal

34 C.F.R. Part 104

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

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

TITLE IX GRIEVANCE FORM			
Date Approved:		9/28/20	Date Revised: 3/22/21

PURPOSE: The purpose of this Title IX Grievance Form is to gather the essential basic facts of the alleged actions in order that, prompt and equitable resolutions of complaints based on sex discrimination,

including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 ("Title IX") can be resolved as expediently and appropriately as possible.

This form only applies to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

INSTRUCTIONS: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the appropriate administrator as soon as possible after the occurrence of the alleged discrimination:

Birchwood School District Title IX Coordinators (students): Sonja Rogers, 300 South Wilson Street, Birchwood, WI 54817 715-354-7763 srogers@birchwood.k12.wi.us

Birchwood School District Title IX Coordinator (employees): Casey Rurup, 300 South Wilson Street, Birchwood, WI 54817 715-354-7919 crurup@birchwood.k12.wi.us

Name of Complainant: _____

Contact information: _____

Student Grade: _____

Nature of Grievance: Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

When did the actions described above occur?

4. Are there any witnesses to this matter? (Please circle) Yes No

If yes, please identify the witnesses:

5. Did you discuss this matter with any of the witnesses identified in Item 4?

(Please circle) Yes No If yes, please identify: Person to whom you have
spoken: _____ Date: _____ Method of communication:

6. Have you spoken to any administrator(s) or other District employee(s) about this matter? (Please circle) Yes No

If yes, please identify: Person to whom you have spoken: _____

Date: _____ Method of communication: _____

7. Please describe the result of the discussion(s) identified in Item 6:

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS, OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.

I certify that the foregoing information is true and correct.

_____ Print Name
_____ Signature
_____ Date

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS			
Date Approved:	9/28/20	Date Revised:	3/22/21

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program

or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinators are:

Sonja Rogers, Title IX Compliance Officer (for students)
300 South Wilson Street
Birchwood, WI 54817
Email: srogers@birchwood.k12.wi.us
Phone: 715-354-7763

Casey Rurup, Title IX Compliance Officer (for staff members)
300 South Wilson Street
Birchwood, WI 54817
Email: crurup@birchwood.k12.wi.us
Phone: 715-354-7917

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

A. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

B. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

C. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature,

or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

D. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

E. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

F. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

G. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

H. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(A)(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.

2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-

maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person’s status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality : The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA’s regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district’s obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person: Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent,

appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice: The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation: The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such an informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-

related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies. The discipline of a student-respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will notify the student-respondent and the student respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place an employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;
2. Did not occur in the school district's education program or activity; or
3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
2. The respondent is no longer enrolled or employed by the school district; or
3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the school district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or

hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training through WASB.. The training shall include instruction on:

1. The Title IX definition of sexual harassment;
2. The scope of the school district's education program or activity;
3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, and school district employees.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work email address on its website. C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, and employees, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar year records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Cross Reference: Title IX Grievance Form, Title IX Sexual Harassment Complaint Policy

SAFE & HEALTHFUL FACILITIES	
Date Approved:	Date Revised: 10/22/18

The School Board is committed to ensuring the safety, health and physical well-being of students, employees and citizens when on school premises or engaged in school activities. To address this commitment, a school safety program shall be developed and implemented in the District. The safety program shall be designed to:

- Provide a safe and healthy learning and work environment for students and employees;
- Protect the safety of students, employees and other persons present on District property and at school-sponsored events to the extent reasonably possible;
- Comply with applicable health and safety codes and regulations,
- Minimize mechanical hazards and unsafe conditions in school facilities and on school grounds so as to prevent accidents;
- Inform students and employees of acceptable safety procedures and practices;
- Provide instruction in appropriate grades and classes on accident prevention, fire prevention, emergency procedures and highway safety;
- Develop an attitude of safety-mindedness among students that will endure through their school experience and extend into their adult lives; and
- Develop an attitude of safety-mindedness among staff that will help ensure a safe and healthy school and work environment, appropriate safety instruction, and enforcement of safe practices among students. Staff members will participate in Wisconsin DPI required trainings (currently Mandatory Reporting of Threats of School Violence, Bloodborne Pathogens, and Safety Plan).

The District Administrator shall be responsible for overall management of the safety program and may appoint Building and Grounds personnel to coordinate safety program activities.

A school safety plan shall be developed and in effect in each school in the District. Each school safety plan shall be developed consistent with District policies and legal requirements. Each plan shall include: general guidelines specifying procedures for emergency prevention and mitigation, preparedness, response and recovery; and the methods for conducting drills required to comply with the plan and the process for reviewing such drills. Each school safety plan shall be reviewed and updated at least every three years. District employees shall have access to a copy of the school safety plan for their assigned school.

LEGAL REF.: Sections 101.055, 120.12(5) Wisconsin Statutes

101.11

118.07

120.12(1) & (5)

120.13

121.02(1)(i)

PI 8.02(1)(i) Wisconsin Administrative Code

SECURITY CAMERA USE		
Date Approved:	6/27/16	Date Revised: /

Purpose

The School Board and school officials recognize the need to provide a safe learning environment for students and staff and to protect district property and equipment. Therefore, video surveillance cameras may be used as a security measure at each school location and at school events.

The Board also believes that privacy of individuals should be protected, and, therefore, the use of video surveillance must be strictly monitored and controlled to ensure the protection of individual rights and compliance with federal and state laws.

Definition

For the purpose of this policy, the term **video monitoring systems** shall mean the use of fixed or portable cameras that record video images for the purpose of monitoring school property and activities.

Authority

The Superintendent is responsible for the implementation of safety and security measures at each building and the proper use of video surveillance monitoring systems. The building Superintendent shall coordinate the placement and use of video surveillance systems with the Superintendent and/or the Director of Facilities.

Guidelines

Public Awareness of Cameras

1. Signs will be posted in various locations to inform students, staff and the public that video surveillance cameras are in use.
2. Security recording notices will be placed in the student and teacher handbooks.

Camera Location, Operation and Control

1. Cameras shall only be installed in identified public areas, except as otherwise provided in this policy. Areas chosen for surveillance shall be where surveillance is a necessary and viable deterrent. Only authorized personnel shall have access to the surveillance equipment. Unauthorized tampering with or disabling of video cameras or other related equipment would subject an individual to disciplinary action. Video monitors will be positioned in such a way as to avoid public viewing.
2. Cameras shall not be positioned in areas where individuals have a legitimate right to expect privacy; i.e., washrooms, change rooms and staff rooms.
3. Any activities detected through the use of video surveillance cameras that present a breach of security or possible criminal activity will be reported immediately to the Principal or Superintendent for investigation.
4. If it is determined through the investigation that a student has committed an unlawful or unsafe act in violation of school rules, appropriate disciplinary consequences will be administered.
5. Any type of activity detected through the use of video surveillance cameras that might constitute a violation of the law will be reported immediately to the appropriate law enforcement agency.

Use of Information Collected

1. Use of video surveillance in the district shall, at all times, comply with federal and state laws covering matters such as wiretapping/electronic surveillance and the privacy and disclosure of student records. Video surveillance may be used in proceedings related to law enforcement, for purposes authorized by the School Code and related laws, and for research (i.e., the nature of area usage, traffic patterns or particular camera systems.)
2. Students or staff observed in acts which break school district policy, procedures or disciplinary guidelines will be subject to the consequences or sanctions imposed for violating those policies, procedures or disciplinary guidelines.
3. Video surveillance shall not be used for other purposes unless expressly authorized by federal and state law.
4. Only those employees who have a need to observe live and video recordings shall have access to the security system, with the exception of some live images that may be displayed for the purpose of demonstrating that video cameras are being used by the District. Typically those employees having routine access are the Principal, Superintendent and Maintenance Director. Access may be granted to others as the specific need arises. In all instances, access to security recordings and live feeds shall be consistent with the reason for cameras to be installed.
5. Remote access to live video and recordings shall be limited to the Principal, Superintendent and Maintenance Director, unless specific permission has been granted by Administration. The District shall establish a logging system for those times for which remote access to live or recorded images is used.
6. Upon approval of the Administration, or a subpoena, law enforcement may be granted access to live and recorded images from District facilities and not remotely.

Protection of Information and Disclosure

Security and retention of digital images will be the responsibility of the Superintendent. Disclosure of information shall be consistent with federal and state laws as the Family Education Rights and Privacy Act (FERPA.)[3][4]

Access to Personal Information

1. Parents/Guardians and eligible students may request access to video recorded information. Neither the parent nor the guardian of the student that has been video recorded, nor the student, will be allowed to view the video recording, in accordance with federal and state laws, unless the student is the only subject on the video recording or written permission has been obtained from the parents/guardians of all the other students on the video recording for them to be viewed. Upon written request, the district will provide a written summary of the video recorded incident(s) to a student pictured on video recording or the student's parents/guardians.
2. Actual viewing will be permitted only at school-related sites such as school buildings or central administrative offices. Only the portion of the tape concerning the requesting individual will be made available for viewing. Video recordings will remain the property of the district and may be reproduced only in accordance with the law including applicable Board policies or other directives.

The use of video surveillance cameras and equipment by the district shall in no way place any duty on the district to regularly monitor live images and/or videotapes, and it shall not place on the district any additional duty in regard to providing a safe facility

SPECIAL USE OF SCHOOL BUSES		
Date Approved:	8/17/94	Date Revised: /

The School District of Birchwood may provide transportation for parents and guardians of pupils for approved extracurricular activities whenever transportation for such activities is provided to pupils and space is available. Transportation of pupils will receive priority to transportation of parents and guardians. The District will not provide transportation for approved extra-curricular activities for parents and guardians only.

Any parent or guardian provided transportation under this policy shall comply with all applicable school rules and with the District's agent supervising the transportation. Noncompliance may result in the denial of transportation or other sanctions, as appropriate.

A fee sufficient to reimburse the District for the cost of providing such transportation shall be paid by the persons transported.

Legal Reference: Wisconsin Statutes 121.54(7), 121.53(2)

VANDALISM		
Date Approved:	1/21/91	Date Revised: /

Students shall pay for damage caused by acts of vandalism, carelessness, or infraction of rules.

VIDEO TAPING IN THE SCHOOLS		
Date Approved:	6/95	Date Revised: /

State and federal laws safeguard children and their families against release of student information used by schools that does not fall within the definition of “directory data.” Videotapes of children may fall within the definition of “directory data” if the video does not focus on any particular student and is general in nature (e.g., interscholastic sporting events, all-school assemblies, sidewalks and hallways, general education classrooms and school buses).

Parental/guardian consent shall not be required when a videotape will not leave the school district and is to be viewed only by staff responsible in that setting. Consent will normally not be required when “stock footage” of large groups of students (e.g. classroom groups, hallway shots, etc.) is being taped.

Advance consent shall be obtained from the parents or legal guardians of children being filmed or videotaped in the schools if the videotaping does not fall within the definition of “directory data” and the film or tape may be taken from the school district either physically or by transmission or the film/tape will be viewed by persons who are not professionally responsible for the specific setting (i.e. those other than the classroom teacher). The building principal shall review requests to interview, film or videotape staff or students in the school, grant permission prior to interacting with staff or students on school property and ensure that the videotaping or filming does not interrupt instruction time during the school day.

Representatives of the press/media will be expected to obtain permission via the building principal prior to interacting with staff or students on school property. No other staff on site will be permitted to authorize on-site activities of this nature.

The principal will require sufficient detail on the subject in question before granting permission for interviews of staff and students.

Only the district administrator will make statements regarding matters currently under consideration by the legal system.

Legal Reference: Wisconsin Statutes §18.125, Family Educational Rights & Privacy Act of 1975

SAMPLE “DIRECTORY DATA” DISCLOSURE LANGUAGE

In compliance with Wisconsin Statutes §18.125 the Birchwood School District designates the following personally identifiable information contained in a student’s education record as “Directory Information” and may disclose that information without prior written consent to a requesting party:

- Student’s name;
- Student’s address;
- Student’s telephone number;
- Student’s date and place of birth;
- Student’s participation in officially recognized activities and sports;
- Student’s weight and height if a member of an athletic team;
- Student’s dates of attendance;
- Student’s photographs and videotapes;
- Student’s degrees and awards;
- The name of the school most recently previously attended by the student.

If any parent/guardian does not wish any or all of these items disclosed, he or she must notify the District in writing prior to the videotaping taking place.

YOUTH SUICIDE		
Date Approved:	11/26/90	Date Revised: 6/25/18

The School Education recognizes that depression and self-destruction are severe problems among children and adolescents. A student who suffers the psychological disability of depression cannot benefit

fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

School personnel will provide instruction to professional staff helping them understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up

Throughout any intervention, it is essential that Board policies regarding confidentiality be observed at all times.

Any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention.

Legal

Kelson v City of Springfield, 767 F2d 651

115.365(3), Wis. Stats.

118.295, Wis. Stats.

Section 3 - Business & Finance

AUDITS		
Date Approved:	1/21/91	Date Revised:

Each year, the board will open the district books and accounts to a State Certified Auditor, who will conduct an audit in conformance with standard accounting procedures and legal requirements. The audit fee will be paid from district funds.

Legal Reference: Wisconsin Statute 120.14

BIDDING REQUIREMENTS		
Date Approved:	4/27/92	Date Revised 5/21/18

All cases hereinafter listed in which the estimated cost shall exceed \$5,000 for construction and \$2,000 in all other cases shall be let by contract to the lowest responsible bidder. The Board shall advertise for bids or receive multiple formal quotations in such cases. In cases involving expenditures of less than the aforesaid limits, the Board may advertise for bids.

Bids or formal quotations are required for:

1. **CONSTRUCTION:** All construction, including new construction, remodeling, alteration or repair.

2. **OTHER CASES:** The purchase of materials, services, supplies and equipment for purposes other than those required under the preceding paragraph.

Bids or formal quotations are not required; however, multiple quotes/bids should be sought wherever possible:

1. Textbooks, books, tapes, films, workbooks, educational kits, periodicals.
2. Replacement parts for existing equipment where the value of the replacement parts are estimated to be less than 50% of the total value the existing contract.
3. CESA contracts.
4. Goods or services required to be furnished under any transportation contract negotiated by the Board.
5. Maintenance contracts of at least one year's duration where the maintenance is to be performed on a routine or as needed basis on specified equipment and shall include the additional cost of all repair or replacement parts.
6. Fuel oil purchase.

NOTICE: Such advertisement for bids shall be published twice with an interval of one week between publications. Publications shall be in the official district newspaper and in such other publications or with such other agencies or to such other persons as may be deemed appropriate.

SPECIFICATIONS: Prior to so advertising for bids, the Board shall cause to be filed in the Office of the Superintendent for the information of bidders and others, such appropriate specifications and descriptive material as are necessary to intelligently inform the bidder of the subject matter of the bid. Such specifications or descriptive matter shall specify the function that is to be performed or fulfilled by the materials, etc. to be purchased.

Legal Reference: Sections 62.15, 66.29, 120.49, 120.55 Wisconsin Statutes.

BOOSTER/PARENT/COMMUNITY ORGANIZATION RELATIONS			
Date Approved:	5/21/01	Date Revised:	8/24/2020

I. The Board of Education appreciates the efforts of all booster/parent/community organizations whose objectives are to enhance the educational experiences of students. The Board also recognizes that some of the strongest school district support comes from parent/community organizations having an interest in a specific school and/or specific school activities. Support from such organizations shall be encouraged whenever appropriate as a means of involving the public in the activities and the goals of the school district. Principals and staff members shall seek to strengthen and support such organizations by cooperating in any way possible to assist them in helping students and the schools.

II. Each booster/parent/community organization shall work within the appropriate school setting in cooperation with the principal and other staff members. Though the booster/parent/community groups are separate from the School District, they are subject to provisions of Board Policy in order for the Board to accept donations and contributions. The Board encourages parent/community groups to include this policy as part of their bylaws.

III. Relationship to Principal

A. The school principal or superintendent serves in a liaison capacity with regard to an organization's relationship with the District. The principal can offer a historical perspective of past events. Also, the principal or superintendent can work with groups to provide continuity through the changes that may occur in the officer structure of the group. The principal and the superintendent shall not serve as an official member of the group.

B. The principal or superintendent is available to the booster/parent/community group to assist the group with the prioritization of expenditures.

IV. Accounting Practices

A. Each booster/parent/community group is responsible for monitoring and supervising the financial operations of their group.

B. Also, all booster/parent/community groups shall adhere to the following accounting standards to ensure the integrity of the group's funds:

1. The checking account, money market, savings, and other financial transactions require the signatures of two officers.
2. Checking account reconciliation statements shall be provided to the president, vice-president, and treasurer on a monthly basis. Then, a detailed report is available for the membership, as requested.
3. With regard to fundraisers: a. All fundraising proceeds are to be simultaneously counted by at least two non related people. b. The transaction/deposit statement is to be signed by two people. c. Separate deposits are made for each fund raiser, and the bank deposit slip is attached to the original deposit statement. d. A summary sheet will be provided to members and recorded in the minutes outlining the event, the revenues and the costs associated with it.
4. Checks and cash shall be deposited as quickly as possible in accordance with a predetermined fundraising plan. Outstanding checks shall not be held for a period greater than two weeks, unless otherwise indicated in the plan.
5. Expenditures of the group must be approved by the membership (confirming action) and recorded in the minutes, if meetings are held.

V. Suspicion of Financial Impropriety

A. Suspicion of financial impropriety shall be reported to the booster/parent/community group president or vice president and school principal. It is expected that any report of financial impropriety will include specific written information supporting the accusation. The booster/parent/community group's officers will be responsible for investigating the suspicion of financial impropriety and deciding on a course of action and notify the principal of the investigation as soon as possible. If further investigation is warranted the matter will be reported to the appropriate law enforcement agency. It is vital that confidentiality be maintained in protecting the rights and interests of all parties, to the extent required or permitted by law.

B. The school principal will contact the superintendent about any improprieties. The superintendent, board president, school principal, and the group's officers will decide upon the forms of communication that may be required in reporting the matter to school board members, members of charitable groups, the community, etc.

FEDERAL GRANT PROCEDURES	
Date Approved: 7/25/16	Date Revised:

Federal Uniform Grant Procedures
ESEA (Titles I, II-A, III), IDEA, Carl Perkins, REAP, 21st Century Community Learning Center &
all other Federal Grants
May 2016-Approved 7/25/16

The Federal Grant procedures are written to ensure that Birchwood School District's current financial management systems are in alignment with section 200.302 Financial Management and 200.303 Internal Controls as required by the Federal Uniform Grant Guidance. These procedures apply to all Federal program funds and subsequent carryover.

All procedures have been fully explained to stakeholders that have the responsibility to carry out the steps as outlined below.

These procedures are adopted for the 2015-16 school year and may be revised as requested by the Department of Public Instruction, CESA or the School District.

Payment 200.203(b)(6):

Birchwood School District will expend federal funds as detailed in approved applications.

Requests for payment:

Birchwood School District will submit a Title I and/or II-A reimbursement request quarterly to CESA #11. The CESA #11 staff will process claims within 10 days of receipt of the request and file a PI-1086 in the ESEA Application Portal, on behalf of the District.

The Birchwood School District Business Manager/Bookkeeper will submit an IDEA reimbursement request quarterly in the IDEA Portal.

Birchwood School District will submit Carl Perkins reimbursement requests quarterly to CESA#11. The CESA #11 staff will process claims within 10 days of receipt of the request. All other Federal Grants through CESA#11 will be handled in the same manner.

The Birchwood School District Business Manager/Bookkeeper will provide to the Birchwood School Superintendent the documented amount to submit to the U.S. Department of Education for REAP Grant reimbursement. Within 10 days, the Birchwood School Superintendent will submit the reimbursement request via the G5.gov payment request website.

The Birchwood School District Business Manager/Bookkeeper will submit a PI-1086 claim form quarterly for 21st Century Community Learning Center grant reimbursement.

The Birchwood School District Business Manager/Bookkeeper will submit or initiate the submitting of any and all other federal grant claims on a quarterly basis or as required by each specific grant directive.

Allowability of Costs 200.203(b)(7)

Program plan activities and expenditures will align with each Federal program's allowable costs. Decisions for activities included in each application are based upon district data and subsequent analysis.

Program Purchases: Requisitions for Non-capital and Capital Objects are made upon request of each program coordinator. Requisitions must be signed by the teacher, program director, and superintendent for approval. Signatures ensure that item requested are allowable per the guidelines of each particular program. Once all items are approved by the above parties, the order is submitted by the accounts payable/receivable department. The accounts payable/receivable department also ensures that the requisitions stay within the confines of the budget. Anything outside the confines of the budget must be

approved by the superintendent, who will then direct the Business Manager/Bookkeeper to make a budget revision with the CESA coordinator or directly via grant specific procedures. Electronic requisitions and purchase orders may be used in lieu of signed paper documents.

Program/Budget Revisions:

As a recipient of federal funding, Birchwood School District will request prior approval from the SEA (WI DPI) for budget and program plan revisions. Revision changes will be requested with as much prior notice as possible, to allow for changes to be made and approved before purchase requisitions are released from the district.

Revisions will be made for:

1. Change in program activities
2. Change in personnel specified in the application
3. Change in the acquisition of supplies, materials, equipment or general support services
4. Inclusion of carryover funds that were not previously accounted for in the budget

General Procurement Standards 200.318(a)

Birchwood School District will maintain oversight to ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

The officers, employees, and agents of Birchwood School District must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

200.318(c)(1)

The School District will make all attempts to avoid acquisition of unnecessary or duplicative items.

The Birchwood School District Board recognizes the importance of School District purchases in supporting the local economy, and supports local purchases whenever possible within the constraints of State and Federal law and the School District's procurement procedures.

When procuring items with a substantial cost, consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

Birchwood School District will enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.

The School District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The School District will maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

Birchwood School District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.

Procurement Competition:

Small Purchases: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified acquisition threshold. Any purchases from \$3,000 up to the Simplified Acquisition Threshold (currently \$150,000) will require informal invitations of bids from two different vendors. All informal bids will be documented by the receiver and submitted with sufficient detail, to the business office. Vendor bids must include a complete detail of all costs associated with the purchase/contract/service.

Large Purchases: Purchases over the Simplified Acquisition Threshold (currently \$150,000) will require sealed or competitive bids (when conditions are not appropriate for the use of sealed bids) from formal public solicitation. Noncompetitive Proposals may be used when either the item is available from only a single source, the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation, the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity, or after solicitation of a number of sources, competition is determined inadequate.

All purchases that require bids will follow Procurement Competition procedures as specified in 200.318(a) (1-7).

Equipment 200.313

Purchase of equipment:

All equipment purchased with Federal funds is, and will remain, the property of Birchwood School District. Ownership of equipment remains with the school district as long as the equipment is operating as intended.

The following conditions apply to all equipment purchased:

1. Use of the equipment is for the authorized program purposes as specified in the approved application.
2. No equipment will be purchased without prior approval through the application process.
3. When acquiring replacement equipment, the school district may choose to use the equipment being replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement.

Requesting equipment purchase:

Program Purchases: Requisitions for Capital Objects are made upon request of each program coordinator. Requisitions must be signed by the teacher, program director, and superintendent for approval. Signatures ensure that item requested are allowable per the guidelines of each particular program. Once all items are approved by the above parties, the order is submitted by the accounts payable/receivable department. The accounts payable/receivable department also ensures that the requisitions stay within the confines of the budget. Anything outside the confines of the budget must be approved by the superintendent, who will then direct the Business Manager/Bookkeeper to make a budget revision with the CESA coordinator or directly via grant specific procedures. Electronic requisitions and purchase orders may be used in lieu of signed paper documents.

Disposal of equipment:

When the original or replacement equipment is no longer needed for the original program the following procedures will be used to dispose of the equipment:

1. Items of equipment with a current per unit fair market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation.
2. If a piece of equipment is sold, proper sales procedures will be followed to ensure the highest possible return. Income gained through sale of property purchased with Federal funds will be used to support that program's goals unless the program no longer exists.

3. In the event that the equipment is no longer needed for the original purposes first preference for other use must be given to other programs supported by Federal funds. If it is not needed by another Federal program then it may be used by non-Federal programs.
4. All property records will be maintained to document reasons for disposal.

Property records:

All property records must be maintained for the duration of the life of the purchased equipment. A physical inventory of property must be taken and the results reconciled with the property records at least once every two years.

Property records include:

- Description of the property
- A serial number or other identification number
- The source of funding for the property
- Who holds the title
- Acquisition date
- Cost of the property when purchased
- The location
- Use and condition of the property
- Any disposition data including the date of disposal and sale price of the property

FISCAL MANAGEMENT	
Date Approved: 4/27/92	Date Revised: 7/22/19

Pursuant to Wisconsin Statute, the fiscal year for the School District of Birchwood shall be July 1 to June 30. The Board of Education shall collect and assemble the information necessary to discharge its responsibility for the fiscal management of the School District and to plan for the financial needs of the educational program. It follows that achievement of the district's purposes can best be achieved through excellent fiscal management. Further, the Board realizes the important trust it has been given with the responsibility of managing a large amount of public resources. As trustee of funds allocated for use in public education, the Board will be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

In the district's fiscal management, the Board seeks to achieve the following goals:

1. To engage in thorough advance planning to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contribution to the educational program in relation to the dollars expended.
2. To establish levels of funding which will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment to vendors and contractors, and all areas of fiscal management.
6. To maintain a plan of anticipated local, State, and Federal revenues.

Budget Categories

1. Budget expenditure divisions shall conform to the Wisconsin Uniform Financial Accounting Requirements (WUFAR) with appropriate subdivisions to detail the expenditures.
2. Budget revenue divisions shall conform to the WUFAR accounting system with appropriate subdivisions to further detail the revenue.

3. Separate funds shall be established as required by the accounting system, each containing its own balance sheet and expenditures and revenues.

B. Budget Preparation and Adoption

1. Administrators and staff members shall develop and submit budget requests. Each budget request shall reflect the administrator's judgment as to the most effective way to use available resources in achieving progress toward the approved educational objectives of the program, the school and/or the District.
2. The Superintendent and/or Book Keeper shall make a budget recommendation to the entire Board for tentative adoption.
3. The Board Clerk shall cause a summary of the proposed budget and notice of Annual Meeting to be published prior to the Budget Hearing and Annual Meeting in accordance with state law. The hearing shall be opened, conducted and closed by the Board. Open and free discussion of the component parts and items making the budget is the purpose of this hearing.
4. Adoption of the tax levy shall be made by a resolution from the floor of the Annual Meeting.
5. The Board shall adopt the final operating budget at a Board meeting held after the Annual Meeting. If the tax levy has not been approved by the electors at the Annual Meeting or the budget is insufficient to operate the school system, the Board is required to set a levy and budget sufficient to operate the District for the following year. This shall be determined on or before November 1st and filed with the clerk of each municipality on or before November 10th.

There may be a cash balance in the school district fund which is temporarily not needed. It shall be the policy of the School District of Birchwood that any temporary balance in a school district fund which will remain unexpended for a reasonable period of time may be invested as permitted by law.

Wisconsin State Statute Sections

65.90 (1) Municipal Budgets – Budget Formation and Public Hearings Required 65.90 (2) Municipal Budgets – Required Contents of the Budget, 65.90(5), Budget Modifications, 67.05 (6a) General Obligation Bonds, 115.28 (13) State Superintendent of Public Instruction - Uniform Financial Fund Accounting

FISCAL YEAR			
Date Approved:	4/27/92	Date Revised:	/

Pursuant to Wisconsin Statute, the fiscal year for the School District of Birchwood shall by July 1 to June 30.

FUND BALANCE	
Date Approved: 8/28/17	Date Revised:

Purpose

The purpose of this policy is to establish a key element of the financial stability of the Birchwood School District (“the school district”) by setting guidelines for fund balance. Unassigned fund balance is an important measure of economic stability. It is essential that the school district maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances. The fund balance also provides cash flow liquidity for the school district's general operations.

Background

Fund balance refers to the difference between assets and liabilities in the governmental funds balance sheet. This information is one of the most widely used elements of state and local government financial statements for analysis. Fund balance is one central part of the credit reviews performed by municipal bond analysts; fund balance information also is used by oversight bodies, federal, state, county and local legislators to assess the financial health of an organization. Additionally, financial statement users examine fund balance information to identify the available liquid resources that can be used to repay

long-term debt, reduce property taxes, add new educational programs, expand existing ones, or enhance the financial position of the school district. GASB has found that the usefulness and the value of fund balance information is significantly reduced by misunderstandings regarding the message that it conveys, and the inconsistent treatment and financial reporting practices of governments. In March 2009, in order to improve how fund balance information is reported and enhance its decision-usefulness, GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions.

Definitions

Fund Equity - A fund's equity is generally the difference between its assets and its liabilities.

Fund Balance - An accounting distinction is made between the portions of fund equity that are spendable and nonspendable. These are broken up into five categories:

- 1) **Nonspendable fund balance** - Includes amounts either not in spendable form or legally or contractually required to be maintained intact. This would include inventory, prepaids, and non-current receivables such as long-term loan and notes receivable and property held for resale (unless the proceeds are restricted, committed or assigned). This also includes amounts that are legally or contractually required to be maintained intact (principal balance of endowments and permanent funds).
- 2) **Restricted fund balance** - Reflects the same definition as restricted net assets on the government wide Statement of Net Assets: constraints placed on the use of amounts are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provisions or enabling legislation.
- 3) **Committed fund balance** - Includes amounts that are committed for specific purposes by formal action of the school board. Amounts classified as "committed" are not subject to legal enforceability like restricted fund balance; however, those amounts cannot be used for any other purpose unless the school board removes or changes the limitation by taking the same form of action it employed to previously impose the limitation. The action to commit fund balances must occur prior to year-end; however, actual amounts can be determined in the subsequent period.
- 4) **Assigned fund balance** - Amounts that are intended by the school district to be used for specific purposes, but are neither restricted nor limited, should be reported as assigned fund balance. Intent should be expressed by the school board itself or a subordinate high-level body or official possessing the authority to assign amounts to be used for specific purposes in accordance with policy established by the school board. This would include ANY activity reported in a fund other than the General Fund that is not otherwise restricted more narrowly by the above definitions. The school district is not allowed to assign balances that result in a residual deficit.
- 5) **Unassigned fund balance** - Includes any remaining amounts after applying the above definitions (amounts not classified as nonspendable, restricted, committed or assigned). Planned spending in the subsequent year's budget would be included here and can no longer be described as "designated" unless formally committed or assigned. Special rules exist for using this classification in funds other than the General Fund. In funds other than the General Fund unassigned only used if the balance is negative, therefore, the General Fund is the only fund that will report a positive unassigned balance.

Committed Fund Balance - The school board is the highest level of decision-making authority for the Birchwood School District. The formal action that is required to be taken to establish, modify, or rescind a fund balance commitment is a resolution approved by the school board at a school board meeting. The resolution must either be approved or rescinded, as applicable, prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraint may be determined in the subsequent period.

Assigned Fund Balance - The school board of the Birchwood School District has authorized the District's Superintendent as the official authorized to assign fund balance to a specific purpose as approved by this fund balance policy.

Minimum Unassigned Fund Balance

It is the goal of the Birchwood School District to achieve and maintain an unassigned fund balance in the General Fund (Fund 10 including transfers to Funds 27, 50, and 80) equal to at least 20% of expenditures. The Birchwood School District considers a balance of less than 20% to be cause for concern, barring unusual or deliberate circumstances. If unassigned fund balance falls below the goal or

has a deficiency, the Birchwood School District will increase revenues or decrease expenditures or both or seek other funding sources.

Order of Expenditure of Funds

When multiple categories of fund balance are available for expenditure (for example, a construction project is being funded partly by a grant, funds set aside by the school district, and unassigned fund balance), the Birchwood School District will start with the most restricted category and spend those funds first before moving down to the next category with available funds.

FUNDRAISING			
Date Approved:	11//97	Date Revised:	9/00, 6/02, 7/27/20

This School Board recognizes that fundraising can be a helpful endeavor and a normal part of student organizations and co-curricular groups/events. The Board supports fundraising projects which are designed to promote educational and co-curricular activities without interfering with normal school operations. The goal of raising and spending funds by student groups shall be for school and school-related purposes only.

The guidelines listed below are intended to minimize disruption to school, to assure that sound money management principles are followed, and to avoid the overuse of fundraising.

Outside charitable groups will not normally be allowed to raise funds in school, except as approved by the principal.

General Rules:

1. The building principal shall have the authority and responsibility to approve, coordinate, monitor and control all fundraising originating by school related and outside charitable groups.

2. Administratively approved student and co-curricular groups will be allowed to raise money; each such school group must have an adult advisor. It is preferred that each also have student officers, a budget, and student input regarding how money raised will be spent.
3. The advisor of the organization must submit a request to conduct a fundraiser prior to the ordering of any merchandise or raffle tickets. Administration must approve any contract with vendors. The request must include the name of the organization, purpose of the fundraising, items to be sold, dates of fundraiser and estimates of how much inventory will be ordered and amount of money to be collected.
4. Ordering, receiving, storing and distribution of products purchased in connection with fundraising should be handled in accordance with standard District purchasing procedures, such as requisition through Purchase Orders prior to purchase. Products needed for the fundraiser, as well as other expenses, are to be paid for using a District check only.
5. All funds must be accurately accounted for and deposited in a Student Activity Account.
6. Deposits should be made on a regular and frequent basis with the bookkeeper.
7. At the completion of a fundraiser the advisor will be responsible for completing a financial statement prior to any spending of money raised. This financial statement will include beginning and ending inventory, number of items sold, amount of money collected, uncollected money and profit.
8. Funds may only be expended, using standard District procedures, for the purpose specified at the time of approval by the principal. Unless approved ahead of time by the principal, money earned during a fundraiser shall not be spent until a financial statement has been completed by the advisor.
9. All raffles must be properly licensed through the State.
10. Fundraisers that include the selling of food and/or beverage must follow the proper tracking guidelines to ensure that DPI Smart Snack requirements are being followed.

Miscellaneous Rules:

1. Student participation in fundraising shall be strictly voluntary.
2. It is recommended that elementary grade students door-to-door fundraising be done under adult supervision.
3. Non-school groups that raise funds must comply with the above rules.

GATE RECEIPTS & ADMISSIONS		
Date Approved:	7/15/94	Date Revised: /

Admission receipts of school events shall be adequately controlled. The District Administrator is responsible for the administration and supervision of all phases of school events for which an admission is charged.

Persons presenting local special passes shall be admitted to all events.

Adequate records shall be maintained to provide chronological and accounting data for subsequent review and analysis of all receipts.

The Board may annually review and set admission prices for school events.

Legal Reference: Section 120.13 (18-21) Wisconsin Statutes

GRANTS		
Date Approved:	5/?/97	Date Revised: /

Philosophy:

The Board of Education encourages the seeking out of alternative funding sources, including grants, to improve the quality of educational services to the students and community. It recognizes that grants can be used to begin new programs, to enhance existing operations, and to improve the financial standing of the District.

Guidelines:

1. Grants will be sought out that are consistent with the Mission and Goals of the District.
2. The Board will be informed of grant applications and grant funded activities.
3. All grant writing is to be coordinated with the Superintendent, and must have his/her approval prior to submission.
4. Fiscal management of grants will be handled using existing procedures for the purchasing of goods and services. This includes the need of administrative approval of purchases of goods and services.

MANAGEMENT OF CAPITAL ASSETS	
Date Approved: 9/25/17	Date Revised:

The District’s capital assets include, but are not necessarily limited to, land, land improvements, buildings, building improvements, and infrastructure, as well as vehicles and certain machinery, equipment, software, works of art, and other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond one fiscal year. Capital assets also include certain improvements, modifications, replacements, or renovations to capital assets that materially increase their value or useful life. The School Board’s expectation for the District’s capital asset management and accounting process is to ensure that the District’s procedures are sufficiently formalized and implemented to allow for adequate financial reporting, as assessed by the District’s auditors.

The District Administrator or District Bookkeeper, in consultation with the District’s financial auditors, shall be responsible for establishing a written schedule of capitalization thresholds applicable to particular capital asset classes. Subject to the expectation that the schedule shall be structured to capture at least 80% of the value of the District’s total assets, the threshold established for single items within any of the asset classes need not be less than \$5,000.

Capital assets having an acquisition cost (or other relevant valuation) above the capitalization threshold of the applicable asset class shall be valued, inventoried, depreciated for financial accounting purposes when appropriate, and regularly tracked over time through the point of retirement, sale, or other disposition.

District procedures related to capital asset management shall also account for the appropriate identification, recording, and tracking of capital assets that are acquired using (1) federal funds, (2) capital borrowing, or (3) referendum funds that are subject to specific restrictions on use.

Nothing in this policy prevents the District from otherwise inventorying (recording, counting, and tracking) supplies, equipment, and other items that are not capitalized and depreciated for financial reporting purposes.

Further, even if not capitalized, the District shall inventory the following capital assets:

1. Computing devices, computer peripherals, and any instructional technology
2. Furniture;
3. Other non-capitalized items when required by law or by the terms of any grant or contract.

Legal References:

Wisconsin Statutes

Section 120.14 [annual school district audit required]

State Guidance

Department of Public Instruction School District Audit Manual Index

Wisconsin Uniform Financial Accounting Requirements (WUFAR)

Governmental Accounting Standards Board – GASB Statement No. 34

Federal Law

2 C.F.R. §200.33 [definition of “equipment” tied to local capitalization threshold within the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)]

2 C.F.R. §200.94 [definition of “supplies” tied to local capitalization threshold within the federal Uniform Guidance]

2 C.F.R. part 200 subpt. D [post-award requirements under the federal Uniform Guidance; includes requirements related to tracking and disposition of property, supplies, and equipment paid for with federal funds]

2 C.F.R. part 200 subpt. F [audit requirements under the federal Uniform Guidance]

MEAL ACCOUNTS POLICY	
Date Approved: 6/27/16	Date Revised:

The Following procedures shall be in place concerning the payment of meal accounts by families:

1. Prepayment is required in family meal accounts, which includes charges for breakfast, lunch and other a la carte items.
2. Every effort will be made by the Birchwood School District to keep parent(s)/guardian(s) informed regarding their family meal account. However, it is ultimately the responsibility of the parent(s)/guardian(s) to maintain a positive balance in their account so that the district can provide meals to their children. Regular and reduced-price families will be asked to make an initial deposit of at least \$10. The maximum amount that a family account will be allowed to go in the negative is \$40.
3. Family Access: Through this online program parents have the ability to track activity/usage, view their balance. The district highly encourages families to utilize this tool to manage their account.
4. When a family meal account becomes negative: High school and middle school students will be given a slip in the serving line; Elementary age students will have a note sent home with them at the end of the day.
5. When a family meal account becomes -\$10: A letter will be mailed to the parent(s)/guardian(s) letting them know that they need to deposit funds into their account so that their children can continue to participate in meal program(s).
6. When a family meal account becomes -\$40: A personal call will be made by the Food Service Director to let parent(s) know that they will need to provide meals from home for their child(ren) until sufficient funds are deposited in their account to bring it back to a positive balance. Regular price elementary age students will not be allowed to participate in the breakfast program. Students eligible for reduced-price breakfast or Free Breakfast will be exempt as there is no charge.
7. Federal Regulations require that school officials provide Reduced priced or Paid (non-Free) meals to eligible children if they have money in hand to pay for the current meal.

Children who are eligible for Free meals must also be provided a meal even if the student owes money (e.g., for second meals purchased). If these children were denied meals, this would violate Instruction 791-1, which prohibits the denial of meals as a disciplinary action. Therefore, even if a student's food service account includes an uncollected amount, the school must provide a meal when the student has money for the current day's meal.

Students eligible for free meals will not be denied a meal because of a negative account balance; however they will not be allowed to charge a la carte items, including milk, to have with a cold lunch.

USDA regulations allow students other than those who qualify for free meals to be denied a meal if their account balance is negative and they do not have money in hand to pay for a meal.

8. End of year balances will be carried over to the following year unless otherwise requested by parent.
9. Students who move from the district will receive a reimbursement within 30 days.
10. Graduating seniors must have their accounts paid off before graduation and in order to receive their diploma.
- 11.

MILEAGE AND EXPENSE REIMBURSEMENT	
Date Approved:	Date Revised: 7/14/16

School Board Members, staff and parents who travel for the purpose of conducting school business shall receive reimbursement for travel expenses when approved by the School Board or Superintendent per the following:

Workshops, Seminars & Other School Related Events Requiring Out of District Travel:

Whenever possible when more than one person is traveling, carpooling shall occur, unless approved ahead of time by the Superintendent. The mileage reimbursement shall be at the Internal Revenue Service rate in effect at the time of travel.

Other travel expenses, including meals, parking and associated expenses shall be reimbursed using proper documentation of receipts.

Reimbursement of meals shall follow guidelines used by the University of Wisconsin, including lodging reimbursement as established by the Government.

Reimbursement requirements;

1. The Board will not reimburse employees or officials for liquor or entertainment expenses.
2. Meal reimbursement claims shall be accompanied by an itemized receipt. Lack of such receipts is cause for nonpayment.
3. The Board will not grant expense reimbursement to an employee if the same costs are also reimbursed by a source outside the district.

Links in effect at the adoption of this policy include:

Lodging - <http://www.gsa.gov/portal/category/100120>

Meals & Incidental Expenses - <http://www.gsa.gov/portal/content/101518>

Current rate information shall be kept by the Business Office and a copy shared with individuals prior to out of district travel.

Parent Provided Student Transportation

When a parent is authorized by Administration to be reimbursed for pupil transportation, the following rates shall apply:

- 75% of the current IRS rate for bus pick-up and drop-off, and special transportation requirement of a student's IEP for parent transportation.

INVESTMENT OF FUNDS	
Date Approved: 4/27/92	Date Revised: /

There may be a cash balance in the school district fund which is temporarily not needed. It shall be the policy of the School District of Birchwood that any temporary balance in a school district fund which will remain unexpended for a reasonable period of time may be invested as permitted by law.

NON-SUFFICIENT CHECK (RETURNED CHECK) POLICY			
Date Approved:	11/20/95	Date Revised:	7/27/20

When the District receives a check that, when deposited, is returned marked "insufficient funds" or "account closed," the business office shall provide an opportunity for the payer to make proper payment or to arrange for a satisfactory payment schedule. If payment is not received within six (6) months, the payment schedule is not adhered to, or the monies do not appear to be collectable, the Board of Education authorizes the business office to remove the fee or charge from the District's Accounts Receivable and to take appropriate action against the student and/or the parents.

The School District of Birchwood will charge for checks returned from the bank marked NSF. Payment must be made in the form of cash once a check has been returned to the school. Unpaid reimbursements will be added to a student's graduation checkout form and a diploma will not be issued until all bills are paid.

The district will not "hold" checks since the District is required to balance our accounts on a daily basis and "held" checks do not allow for accurate accounting.

OUTDATED (STALE) CHECKS POLICY	
Date Approved: 7/25/16	Date Revised:

Checks that are outstanding after a certain period of time should be considered unclaimed property and districts should not write these checks off and keep the money. Some districts may refer to these checks as stale dated. The process for handling old outstanding checks is administered by the Wisconsin Department of Revenue (WI DOR) and districts should follow the process in the WI DOR "Unclaimed Property Reporting Guide" for locating the owner and/or remitting the unclaimed property to the WI DOR.

The District may obtain additional information and guidance from the WI DOR:
https://www.revenue.wi.gov/forms/ucp/Holder_Report_Guide.pdf

District procedures shall include the following:

1. District reviews the outstanding checks during the monthly bank reconciliation, and follow-up on those that are outstanding after four months. At this time the district could attempt to locate the payee and reissue the stale dated check if necessary.
2. After six months, the district does a journal entry to reclass the outstanding check to a liability account (815900-Other Deposits Payable). The method of removing the check from the outstanding check list will vary depending upon the software, but will likely be a manual entry. The district should not void the original transaction. The original expenditure should remain on the ledger. The district tracks the details of the checks held in the liability account.
3. When the WI DOR dormancy timeline for the outstanding check gets closer, which is 1 year for payroll checks and 5 years for most other types of checks, the district should perform the steps in the WI DOR Unclaimed Property Reporting guide. The document lays out all of the steps to follow for owner notification (due diligence) and filing of the funds.
http://www.revenue.wi.gov/forms/ucp/2013_Holder_Report_Guide_LP.pdf

Sample Entries

When the check was issued, the transaction looked like this:

	<i>Fund</i>	<i>Function/ Balance Sheet</i>	<i>Object</i>	<i>Project</i>	<i>Description</i>
Debit	xxE	xxxxxx	xxx	xxx	Expenditure
Credit	xxB	711000			Cash

Payment of expenditure to payee/holder

After the check has been outstanding for six months, the district moves the outstanding check to the Other Deposits Payable liability account:

	<i>Fund</i>	<i>Function/ Balance Sheet</i>	<i>Source/ Object</i>	<i>Project</i>	<i>Description</i>
Debit	xxB	711000			Cash
Credit	xxB	815900			Other Deposits Payable

Remove check from outstanding checks to an unclaimed liability

If the district needs to reissue a check to the payee that has been moved to the liability account or when they need to remit the funds to the WI DOR after the dormancy period has expired:

	<i>Fund</i>	<i>Function/ Balance Sheet</i>	<i>Source/ Object</i>	<i>Project</i>	<i>Description</i>
Debit	xxB	815900			Other Deposits Payable
Credit	xxB	711000			Cash

Remit unclaimed property to the WI DOR or reissue to payee.

PAYMENT OF EXPENSES FOR APPROVED MEETINGS		
Date Approved:	4/27/92	Date Revised: /

All employees shall be reimbursed at the approved rate per mile for all necessary and approved travel to such institutes, meetings and conferences which have prior sanction of the District Administrator or designee.

Employees should anticipate and estimate the amount of these expenditures before preparation of the yearly budget.

PAYMENT PROCEDURES		
Date Approved:	2/19/96	Date Revised: /

All bills and requests for payment shall be processed through the central administrative offices.

The Superintendent, or his/her designee, will make prompt payments on approved purchases to take advantage of discounts and to avoid interest penalties. A listing of all payables shall be presented to the Board Treasurer prior to the regularly scheduled Board meeting. The treasurer shall inspect all checks and stamp them approved. This listing will be reviewed and approved by the Board.

Legal Ref.: Sections 66.285 Wisconsin Statutes 66.286, 120.11(4), 120.17(5)

PER DIEM EXPENSES FOR EMPLOYEES	
Date Approved: 8/19/13	Date Revised: 11/27/17

When employees are required to travel and perform School District business, they shall be reimbursed for necessary meals and lodging expenses per the following:

Meals:

Claims for meal shall represent actual, reasonable and necessary expenses. Tips are limited to 20% maximum amounts (including tax and tip).—Receipts must be itemized to receive reimbursement. Receipts may not include alcoholic beverages, cigarettes, or gambling supplies.

Reimbursement per day is set at \$25. Each day is considered separately for application of this policy. If meal maximums are not reached on one day, the days do not accrue and cannot be applied to expenses claimed on another day, nor toward other travel maximums such as lodging. Staff members are expected to be fiscally responsible when making decisions on meal purchases.

Meals already included in the cost of conference registrations or lodging are not separately reimbursable and are not included in this calculation.

Lodging:

All reservations for lodging shall be made either by the Administration/Business Office or with the approval of Administration.

PETTY CASH FUNDS	
Date Approved: 11/27/17	Date Revised:

A petty cash fund shall be established for the purpose of supporting start-up gate fees during sporting events.

The amount of this fund will not exceed \$300. A custodian for the petty cash fund shall administer and be responsible for such fund. A running ledger shall be maintained for each sporting event when gate start-up cash is needed.

This fund will be reconciled by the District Treasurer and closed out at the end of the school year.

PURCHASING	
Date Approved: 4/27/92	Date Revised: 9/24/18

Philosophy:

It is the desire of the Board of Education and the District Administrator that all purchases be made at the best price available giving consideration to quality, conformity to developed specifications, suitability to the requirements of the educational system and delivery terms.

It is recognized that student organizations and activities will from time to time purchase supplies and materials utilizing other than school district tax supported monies. It is expected that group and activity advisors provide guidance in the raising and dispensing of student funds.

Guidelines:

1. Except in cases where it is not practical, all purchases of goods, services and equipment for which the school district will be responsible for payment must be on official purchase orders, properly signed and executed.
2. Given equality of service, quality, delivery and price, the school district shall purchase, wherever possible, from local suppliers and services.
3. To the extent possible, the use of "Resale" account within the district budget shall not be used as competition for area businesses.

Legal Reference: Section 120.12(1) Wisconsin Statutes
Cross-Reference: *Federal Grant Procedures* policy

REVENUES FROM INVESTMENTS			
Date Approved:	2/19/96	Date Revised:	7/27/20

The Board of Education authorizes the Superintendent or the Bookkeeper to make investments of available monies from the funds of the District on a competitive basis in:

- A. time deposits in any credit union, bank, savings bank, trust company, or savings and loan association, which is authorized to transact business in the State;
- B. bonds or securities issued or guaranteed as to principal and interest by the Federal government or by a commission, board, or other instrumentality of the federal government;
- C. bonds or securities of any county, city, drainage district, technical college district, village, town, or school district in the State;
- D. other securities authorized by 66.04 (2);
- E. the local government pooled-investment fund.

The purpose of the investments is to maximize the returns on the District's excess cash balances consistent with safety of those monies and with the desired liquidity of the investments.

The Bookkeeper is authorized to contract with a depository for the operation of a cash management system.

Withdrawal of funds will be in accord with the law. The Bookkeeper, acting in accord with the law, may sell negotiable instruments prior to maturity.

Interest derived from an investment shall be deposited, except as otherwise provided by law, in the District's General Fund.

25.50, 66.04, 67.10, Wis. Stats.

SALES CALLS & DEMONSTRATIONS			
Date Approved:	1/21/91	Date Revised:	/

Sales representatives, college or armed service recruiters, etc. are not permitted to call on teachers, students, or school staff members without authorization from the school administration. School principals may give permission at times that will not interfere with the educational programs.

SCHOOL PROPERTIES DISPOSAL		
Date Approved:	3/26/18	Date Revised:

The District Administrator, or designee, shall be authorized to dispose of obsolete equipment or materials.

The District Administrator shall dispose of property no longer considered usable in the school's instructional or operational program in one of the following ways:

1. By sale, transfer or exchange;
2. By approval of purchases or contracts which include trade-ins;
3. By donation or discard of old, obsolete, out-of-date and/or worn-out materials which have no significant use to the instructional program and/or no resalable value;
4. By recycling appropriate equipment or materials.
5. By public sale of items with resalable value.
6. By online auction sale of surplus items, if such sale offsets the cost of the business.

An employee of the School District may purchase disposed of property, if disposed of in the manner above and offered to the public in accordance with policy.

The school district may periodically hold a garage sale. Any items remaining after a garage sale may be given away or disposed of following local recycling and transfer rules and regulations.

All money received from the sale of surplus, obsolete equipment, materials, or supplies shall be deposited by the District Administrator in the appropriate fund of the School District.

Items Purchased for Federal Programs:

When the original or replacement equipment is no longer needed for the original program the following procedures will be used to dispose of the equipment:

1. Items of equipment with a current per unit fair market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation.
2. If a piece of equipment is sold, proper sales procedures will be followed to ensure the highest possible return. Income gained through sale of property purchased with Federal funds will be used to support that program's goals unless the program no longer exists.
3. In the event that the equipment is no longer needed for the original purposes first preference for other use must be given to other programs supported by Federal funds. If it is not needed by another Federal program then it may be used by non-Federal programs.
4. All property records will be maintained to document reasons for disposal.

Property records:

All property records must be maintained for the duration of the life of the purchased equipment. A physical inventory of property must be taken and the results reconciled with the property records at least once every two years.

Property records include:

- Description of the property
- A serial number or other identification number
- The source of funding for the property
- Who holds the title
- Acquisition date
- Cost of the property when purchased
- The location
- Use and condition of the property
- Any disposition data including the date of disposal and sale price of the property

STUDENT ACTIVITY ACCOUNTS			
Date Approved:	5/21/01	Date Revised:	7/22/19

Student Activity Accounts may be established for the purpose of:

1. Accounting for assets held for student organizations
2. Accounting for expenditures to support the activities and interest focus of the specific student organizations and which are paid with revenues raised by the student organizations
3. Recording of returnable fees collected by the school, such as deposits and purchasing of specialized student items for classes.
4. Temporarily recording non-returnable fees until these revenues are turned over to the district for placement in the appropriate fund(s).
5. Temporary handling of assets/liabilities of organization(s) supporting school based activities (e.g. Booster Clubs)

Student Activity Accounts will be established with the approval of the Principal, with all transactions being conducted by the Book Keeper. Specific accounting procedures will be developed and supervised by the Principal to ensure proper collection, documentation, and disbursement of funds.

Negative Balances:

No student organization or club activity account shall be allowed to operate with a negative balance. Special exceptions may be made with the approval of the Book Keeper based on a reasonable expectation that such negative balance is a temporary condition that will be corrected by incoming receipts.

Inactive Accounts:

If a student organization or club activity account has had no activity for five years, it will be considered inactive and will be closed by the Book Keeper. Funds from inactive student activity accounts shall be transferred to the General Fund.

At the end of the school year, all student activity account balances will be carried over to the next school year, with the exception of the senior class account. The senior class, after paying all its expenses, may carry over any remaining funds for the purpose of a class reunion; Board approval shall be required to carry over more than the established amount. Any additional funds that remain in the senior class activity account at the end of the school year shall be transferred to the General Fund, unless special provisions are made otherwise.

The Book Keeper shall be responsible for the internal auditing of student activity funds at regular intervals throughout the school year and for establishing appropriate student activity fund management accounting and reporting procedures.

Misappropriation of Funds:

Any person who suspects the misappropriation of student activity funds, including theft, fraud, impropriety or other irregularity in relation to the management of the funds, shall report his/her suspicions to District Administrator or Book Keeper, who shall be responsible for initiating necessary investigations. In the event the concern or complaint involves the District Administrator or Book Keeper, the concern shall be brought to the attention of the Board President. Investigations shall be conducted in a manner that protects the confidentiality of the parties and the facts, and be conducted in coordination with legal counsel and other internal or external departments and agencies as appropriate. All employees involved in the investigation shall be advised to keep information about the investigation confidential. If an investigation substantiates the occurrence of a fraudulent activity, appropriate actions shall be taken in consultation with the District's legal counsel.

Funds are not to be used as any form of a loan, extension of credit, or compensation. The use of funds in such a manner may be considered a misappropriation and may subject the faculty advisor, student, or employee to disciplinary and/or criminal consequences.

Section 4 - Personnel

ACCOUNTS PAYABLE AND ACCOUNTS RECEIVABLE BOOKKEEPER	
Date Approved:	Date Revised: 4/27/2020

Qualifications:

Must have earned a 2-year Associate's Degree

Must have secretarial proficiencies (detailed-oriented and accuracy, motivated, adaptable, professional and courteous, good communication and work will with others)

Must have bookkeeping proficiencies (data entry skills, proficient in Excel, high attention to detail, ability to work independently and carry out assignments to completion, demonstrates ethical behavior and confidentiality, organizational skills)

Must be proficient in organizational tasks

Ability to positively represent the school to the community

Reports to: District Administrator

Essential Duties and Responsibilities:

1. Assist the Administrative Bookkeeper, District Administrator and Board Treasurer to ensure that the District complies with all financial and other reporting requirements as regulated by various state and federal agencies.
2. Count and receipt of all school money.
3. Keep an accurate record of all receipts and disbursements.
4. Prepare and conduct bank deposits daily.
5. Code and enter all receipts into Alio software.
6. Prepare, distribute and maintain files for all purchase orders.
7. Keeps records of student fines.
8. Writes all checks for payment of bills.
9. Prepare and distribute vendor invoices.
10. Lunch Accounts – Enter lunch money into family accounts in software.
11. Attendance – Enter all student attendance into software and call parents daily if absence is not reported to the district.

12. Elections – Manages School Board elections including sending out all documents to clerks. Post all election information.
13. Legal Publications & Notices – Posts all job posting, and legal notices concerning Board meetings, committee meetings, as well as publication of meeting minutes.
14. Post all board meetings, agendas, minutes and newsletters into BoardDocs.
15. Auditor – Assist with the internal work for the auditor.
16. Athletic Program – Assist Athletic Director with clerical tasks including processing official's checks, student athlete rosters, and preparing all athletic certificates.
17. Prepare change boxes for students and special activities and accounts for monies.
18. Provide general office work, answer phone, answer door buzzer, cover front desk office whenever necessary.
19. Perform additional tasks as assigned by the District Administrator.
20. Graduation – Order diplomas, diploma covers and all other awards needed for graduation along with preparing programs.
21. Fundraisers – Keep track of all fundraisers and completion forms.
22. Substitute – Schedule and call all substitutes for teachers and paraeducators.
23. Maintain confidentiality to the employer and school district.
24. Prepare all teacher and extracurricular contracts.

ATHLETIC DIRECTOR JOB DESCRIPTION	
Date Approved:	Date Revised: 5/18/20

Qualifications:

Possess a high school diploma, preferably a college degree

Have experience coaching student athletes

Have a thorough knowledge of WIAA regulations

Ability to positively represent the school to the community

Reports To: Principal

Performance Responsibilities:

- 1) **WIAA** - Understanding of WIAA demonstrated by:
 - ensuring compliance with WIAA rules and guidelines

- filing of correct forms, entry fees, etc. for tournaments and other WIAA sponsored events
- attending WIAA and conference meetings

2) **Administrative Duties:**

- Supervises the administration and enforcement of athletic eligibility and athletic code rules
- Annually updates student athletes, parents and coaches of WIAA rules changes
- Annually conducts informational meeting for student athletes and parents
- Works with the principal to implement Athletic Policy
- Coordinates work with medical exams and parent permission cards
- Prepares and submits athletic eligibility lists
- Completes required reports

3) **Budgeting:**

- Prepares budgets and allocates spending on items such as team travel, equipment purchases, and
uniform purchases
- Initiates all purchase orders and check requests involving overall athletic expenditures
- Oversees the issuing of official's checks

4) **Staff Relations:**

- Assists in the recruitment and selection of coaches
- Coordinates with coaches about the scheduling of games and practices

- Mediates any disputes between athletes/parents and coaches or between coaches
- Sets standards and oversees the conduct of the coaching staff
- Communicates information when needed

5) **Contest Preparation & Implementation:**

- Sets schedules and hires officials and bus drivers for events
- Coordinates the use of practice facilities, locker rooms and coaching office
- Handles cancellation of athletic events along with administration
- Assures that ticket takers, game managers, time keepers, announcers, scorekeepers, and administrative supervision are on hand for events with help from the Booster Club and office staff
- Disseminates athletic schedule to school and community, including local law enforcement
- Assures that event programs and rosters are available

6) **Miscellaneous:**

- Corresponds with other schools as needed
- Represents the school at various meetings

7) Insures that the District complies with gender equity and other related issues of non-discrimination

BIRCHWOOD/WINTER JOINT FOOTBALL HEAD COACH			
Date Approved:		3/2/93	Date Revised: 7/22/19

QUALIFICATIONS:

1. Wisconsin teacher certificate preferred.
2. Background and course work in the fundamentals, organization and administration of football.
3. At least three years of successful teaching and coaching is preferred.

Reports to: Athletic Directors, Principals

Job goal: To develop and maintain comprehensive interscholastic programs for all children that will foster physical skills, a sense of worth and competence, a knowledge and understanding of sports, and the principles of fair play and sportsmanship in accordance with WIAA, Lakeland Conference, and Birchwood/Winter Area School District policies.

Must work with the athletic director and administration in the areas of scheduling, officials, equipment, field preparation, budgeting, awards, program development and other areas relating to interscholastic athletic program in general.

Length of season: First day of WIAA approved practice until day of last game

JOB RESPONSIBILITIES:

The head coach shall:

4. Determine the eligibility of all athletes participating in the football program.
5. Remain well informed of all playing rules of the sport.
6. Know and follow all WIAA regulations in general and football in particular.
7. Know and follow the by-laws of the Lakeland Conference.
8. Develop rules and regulations necessary to administer the sport without discrimination.
9. Know and follow the policies of the Birchwood/Winter districts and handbooks.
10. Submit a list of eligible participants to the athletic director for the purpose of preparing eligibility forms to be sent to opposing schools in the WIAA.
11. Inform all athletes of eligibility, rules and regulations which they are expected to live by.
12. Check for each athlete's WIAA physical exam filed with the Athletic Director.
13. Follow school policies regarding emergency procedures for athletic injuries.
14. Immediately file the written injury report with the administration.
15. Not allow an injured student to participate until the date specified by the student's doctor.
16. Actively supervise or provide for coaching staff to supervise the students in the sports program while in a school bus or facility for the purpose of participating in that sports program.
17. Allow no intimidation, humiliating initiation or harassment of athletes.
18. Maintain an inventory of all equipment pertaining to the sport.
19. Recommend to the athletic director additional and replacement equipment and supplies for the operation of the sports program.
20. Promptly relate safety concerns to the administration.
21. Be responsible for the care and maintenance of the equipment including loss from misuse, theft, carelessness.
22. Establish procedures resulting in the minimal waste of training supplies.
23. Prepare the field for competition with the help of assistant coaches and managers.
24. Maintain organizational procedures that will lend themselves to a clean, neat, sanitary, supervised environment.
25. Establish procedures that will keep unauthorized personnel out of practice/preparation areas as much as possible.
26. Keep accurate records and statistics of the sport season.
27. File a season summary of these statistics with the Athletic Director immediately following a sports season's end.
28. Cooperate with the news media in getting all information pertaining to their contest or season available in a timely manner for publication in both Birchwood and Winter communities.
29. Foster positive school-community relations through a planned program of public information in both communities.
30. Establish assignments whereby each assistant coach is utilized during each varsity contest.
31. Provide written description of the type of system, organization, and coaching methods to be used in all levels of the sports program.
32. Make every effort to attend as many JV, Freshman and Junior High home games or meets in the sports program as possible.
33. Be responsible for the supervision of assistant coaches.

34. Make recommendations to Athletic director regarding changes in coaching staff use, placement, and/or replacement.
35. Assist with other duties as directed by the athletic director or administration.

Legal References: Sections 118.19, 121.01.(1) (a), PI 3, Wisconsin Administrative Code

Cross Reference: Current Employee Agreement

The Birchwood Area/Winter School Districts, in accordance with state and federal laws, declares that it does not discriminate on the basis of age, sex, sexual orientation, creed, race, national origin, ancestry, color, religion, marital status, parental status, pregnancy, and/or any learning, emotional, physical or mental disability, or any other category that becomes legally protected in its educational program or activities and employment policies and practices.

BUS DRIVER JOB DESCRIPTION		
Date Approved:	7/15/94	Date Revised: 4/24/95

Qualifications:

1. Must meet the requirements for school bus drivers as set forth by state statutes and the Board, and regulations of the Wisconsin Department of Motor Vehicles and the Wisconsin Department of Public Instruction
2. Shall be interested in understanding children

REPORTS TO: District Administrator

Job Responsibilities

The school bus driver shall:

1. Attend the pre-scheduled orientation prior to the start of school.
2. Inform students of Board policy and rules regarding student conduct on buses during the first week of school.
3. Make the safety and health of the bus riders his/her first consideration at all times.
4. Set an example of dignified personal behavior and cleanliness to the bus riders.
5. Remain with the bus until all students have been discharged.
6. Allow only authorized personnel to ride the bus.
7. Report any accident in which he/she is involved as soon as possible to the office.
8. Be responsible for cleanliness of the bus interior.
9. Be responsible for safe operating condition of the bus, and report any maintenance and repair problems immediately to the District Administrator. The driver is to keep track of mileage between oil changes and lubes and notify the mechanic as per his/her instructions.
10. Drive buses over routes and on time schedules as assigned.
11. Drivers shall receive notification of their route prior to August 1 of each year, with the understanding that there may be minor changes.
12. Be responsible for maintaining order, in accordance with established rules, among the students when they are being transported between their homes and the school. The driver shall:
 - a) Stop the bus to discipline riders.
 - b) Report any disciplinary cases in accordance with established procedures.
13. Record all fuel and oil added along with costs and mileages.
14. The driver shall not:
 - a) Administer corporal punishment to bus riders.
 - b) Put a rider off the bus to walk home or to school.

- c) Refuse to allow an authorized student rider to board the bus.
 - d) Be required to notify a student that he/she is not authorized to ride the bus. Such notification is the responsibility of the administration.
 - e) Use inappropriate language in the presence of students.
 - f) Smoke on the bus.
 - g) Shall not leave the bus unsupervised. In the event of an emergency, two responsible students should be sent to the nearest telephone.
15. Become familiar with pertinent state laws and regulations.
- a) operating a vehicle that is required to be equipped with safety belts wear his/her safety belt, and operate the vehicle only when he/she reasonably believes that passengers are properly restrained in accordance with state law.
 - b) Perform other duties as assigned by the District Administrator.
 - c) Drivers are Personally responsible for any violations imposed while operating a school bus.

Legal Reference: Sections 118.31 Wisconsin Statutes 121.52, 343.12, 347.48(2m)

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a Medium position. Medium work is defined as: Exerting 20 - 50 pounds of force occasionally, and/or 10 - 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

The Classification of Jobs further defines the physical factors as: Constantly reaching, handling, and working with far acuity, depth perception, and field of vision; Frequently talking, hearing and working with near acuity, accommodation, and color vision, and occasional fingering.

Prior to becoming employed as a bus driver, substitute or regular route driver, the mandatory drug and alcohol testing consent form must be on file in the district office.

COMMUNITY EDUCATION	
Date Approved:	Date Revised: 7/14/16

The Birchwood School District realizes the importance of providing services to adults, community members and school age students not attending Birchwood School with learning options above and beyond those typically provided.

The District subscribes to the Wisconsin Department of Public Instruction's philosophy that, "Community education can provide opportunities for local citizens and the community, school, agencies and institutions to become active partners in addressing education and community concerns" and that Community Education provides, "Learning for a lifetime."

The District endorses DPI's emphasis on the importance of Community Education and believes that Community Education can improve the quality of life by providing lifelong learning opportunities for all members of the community. Some activities recognized by DPI include adult education, community recreation programs such as evening swimming pool operation and softball leagues, elderly food service programs, non-special education preschool, day care services, and other programs which are not elementary and secondary educational programs but have the primary function of serving the community.

Typical Community Education programs may include the following:

- Additional adult education options
- After-school and preschool programs
- Intergenerational programs
- Town forums
- Substitutes for teacher release time to support community service partnerships
- Extra teacher compensation (after normal working hours) when time is spent working on community projects

- Equipment and additional supplies to support community service activities or shared activities or events
- Extra custodial/maintenance time beyond the normal or customary duties created by a community service activity or event that falls beyond normal working hours.
- Other employee time beyond the usual and customary duties created by a community service activity and beyond normal working hours.
- Social Services
- Increasing program opportunities in your local schools through partnerships by leveraging limited resources

The Birchwood Community Education program can create a strong sense of community through opportunities for active recreation, citizen involvement, informal non-credit courses, and collaborations with other community organizations. Community Education can provide learning opportunities in the following areas:

1. Serve residents of the community from birth through senior adulthood with a myriad of programs and activities – Examples include after school adult education enrichment classes, working with young adults to earn alternative graduation credits, latch-key (extended day) for 4K students, the production and distribution of a community newspaper (Birchwood News) and non-WIAA sponsored athletic/Recreational programs that are open to all school age residents, including home-schooled students, and temporary residents.
2. Use both school and community facilities, bringing programs close to your neighborhood – Examples include sponsoring community education workshops, seminars.
3. Improve academic achievement by providing quality after-school and tutoring and mentoring programs – Examples include the District's Youth Connections Program, extended school opportunities during the summer, especially for non-Birchwood school attending students.
4. Offer volunteer opportunities for all citizens – examples include the Senior Tax Exchange Program
5. Create a scholarship program, to give access to low-income residents. – No current examples in place.
6. Provide accommodations that allow differently-abled children and adults to participate – No current example in place.

The District shall employ an individual to coordinate all Community Education activities, including the scheduling of events and facilities. On an annual basis the District shall inform the public of the programs and services offered through Community Education.

CRIMINAL BACKGROUND CHECKS (PRE-EMPLOYMENT)			
Date Approved:	2/17/03	Date Revised:	5/18/20

The School District of Birchwood seeks to provide a safe environment for students, staff and community members. As part of the normal screening process for employees and regular volunteers, all such individual's criminal background must be checked as a condition of final employment or continued volunteering. Employees are defined as all persons whose employment is approved by the School Board (e.g. teachers, administrators, associate staff, coaches, etc.), or those individuals who are regularly employed on a temporary basis (substitute teachers, janitors, bus drivers, etc.) Volunteers include those individuals who participate in the after school program, reading volunteers, or any other regular volunteer activity.

Each applicant will be required to complete a Criminal Background Check form as part of the application process. Falsification of this or other application information related to one's background may result in elimination from consideration for employment and/or termination from employment.

The employer shall seek out all relevant information, utilizing internet-based sources. A copy of each person's initial Criminal background check shall be kept on file as described below. Information disclosed through the conviction record of a current employee will not be used or considered unless the circumstances of the conviction or charge substantially relate to circumstances of the position held by the employee.

1. Scope of Conviction Report:

Under this policy, the "conviction report" as it relates to a recommendation for employment or continued employment will include convictions or pending violations of the law other than minor traffic violations. Conviction means the final judgment on a verdict or a finding of guilt, a plea of guilty or a plea of nolo contendere, in any state or federal court of competent jurisdiction in a criminal case, regardless of whether the appeal is pending or could be taken.

Conviction does not include a final judgment that has been expunged by pardon, reversed, set aside or otherwise rendered invalid. In accordance with state law, pending charges or convictions will not be used or considered unless they are substantially related to the circumstances of the particular job of a current employee or for which application has been made.

2. Application Disclosure Statement

The application form shall require individuals to disclose all convictions or pending violations of the law other than minor traffic violations. If the person recommended for employment refuses to cooperate in fully completing the disclosure form or is found to have provided false, inaccurate or incomplete information on the disclosure form, the person will be disqualified from consideration for employment or may be considered for dismissal. If the conviction report confirms a conviction or pending charges that the candidate acknowledged on the application form, a determination shall be made in consultation with legal counsel whether or not to reject the application based upon:

- A. Consideration of the circumstances and nature of the conviction or pending charge; and
- B. Whether the circumstances of the conviction or pending charge substantially relate to the nature of the particular position for which the candidate has applied.

3. Employee Rights

Applicants being recommended for employment will be provided a copy of the conviction report upon request. Current employees and persons recommended for employment have the right to attach any statement or explanation to the conviction report. The disclosure statement and conviction report will be maintained in files separate from the employee personnel files for as long as the persons are employed by the district and as prescribed by the records retention schedule adopted by the district.

CUSTODIAN JOB DESCRIPTION			
Date Approved:	7/99	Date Revised:	5/18/20

Job Goal: This position keeps the school building in such a state of operating excellence so that it presents no problems or interruptions to the educational program.

Education and/or Experience: High School Diploma or General Education Degree (GED)

Essential Job Functions & Responsibilities:

- 1) Completes cleaning schedule for assigned area within required time provided.
- 2) Maintain in a safe and efficient manner floors, counter tops, woodwork and furniture.
- 3) Maintain building and grounds security including locking doors, extinguishing lights and checking heat in each area.
- 4) Assists in seasonal functions such as snow removal, lawn care, de-icing walks when necessary to insure a safe and clean environment.
- 5) Operate district vehicles in a safe and efficient manner such as snowplows, mowers, delivery service vehicles and other equipment when assigned.
- 6) Knows and understands cleaning procedures, chemicals and their safe and proper use in the workplace.
- 7) Collect and dispose of refuse and recyclables in designated areas.
- 8) Mop and power scrub hallways and entryways to maintain a clean safe area.
- 9) Clean drinking fountains daily.
- 10) Clean sinks, stools, urinals, mirrors, floors and walls in restrooms. Remove all graffiti and other debris on walls and ceilings.
- 11) Empty hall wastebaskets and scrub and sanitize as needed.
- 12) Assist setup of gymnasium or other areas for special events such as sporting events, commencement exercises, meetings or events requiring equipment.
- 13) Provide a usage inventory of all supplies as required by the supervisor.
- 14) Observe maintenance and cleaning needs for the building and report any irregularities to the proper personnel.
- 15) Clean all classroom door windows, display cases, and mirrors weekly or as needed to maintain areas free from dirt, handprints or dust.
- 16) Assist visiting public utilizing the building facilities with directions within the building and assist with obtaining and setting up needed equipment.
- 17) Keep an ample supply of cleaning supplies, paper products and all other materials needed to maintain your area.
- 18) Sweep or vacuum all areas in your section nightly.

Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspond. Ability to speak effectively.

Mathematical Skills: Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurements, volume and distance.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, or diagram form.

Physical Demands:

- 1) The employee must frequently lift and/or move 50 pounds such as cleaning supplies, pails and materials. Occasionally the employee will lift and/or move up to 90 pounds such as salt barrels or bulk furniture. The employee will be required to sometimes push/pull/lift items such as tables, bleachers, and scrubbing machines. Specific vision abilities required by this job include, but are not limited to, close vision, color vision, peripheral vision depth perception and the ability to adjust focus.
- 2) Other functions required in this position walk, stand, use of hands and fingers to operate tools, controls and feel objects. The employee must frequently squat, bend, stoop, kneel, reach above the head and reach forward. The employees will frequently bend or twist at the neck or trunk more than the average person while performing this job function.

Working Environment:

- 1) Moderate or greater noise levels associated with the use of power equipment, vacuums, mowers and mechanical equipment.
- 2) Temperature extremes include some exposure to the outdoors, freezers, and mechanical rooms.
- 3) Possible hazards exist with the use of harsh chemicals, body fluid cleanup, petroleum products, and degreasers.
- 4) Some toxic or caustic chemicals are used on a daily basis.
- 5) May at times be required to work at heights above 10 feet off the ground.
- 6) May at times be required to work in confined spaces such as building tunnels.

Performance Requirements:

Must have the ability to:

- 1) Follow written and oral instructions.
- 2) Give written and oral instruction.
- 3) Work effectively with others including coworkers, teachers, students and supervisory personnel. Must have knowledge of: proper cleaning and sanitizing methods, basic electrical, mechanical, plumbing and HVAC systems, proper safety measures needed for a safe working environment, building activities scheduled and proper setups or the willingness and ability to learn.

Licensing:

- 1) Valid Wisconsin drivers license
- 2) Any other license or certification is a plus.

The information contained in this job description is for the compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position. Additional duties may be assigned.

DISTRICT ADMINISTRATOR'S JOB DESCRIPTION			
Date Approved:	2/17/92	Date Revised:	4/24/95, 4/27/2020

The establishment of policies for the governing of the school district by the School Board and the Administration of those policies by the Superintendent call for high order of devotion, statesmanship, and integrity. It is of utmost importance for the good of the children in our schools that the School Board and the Superintendent work in an atmosphere of mutual trust and good will. The guiding principle in the establishment of policies for governing and administration of the school district shall be the effect of said policies on the educational welfare of the boys and girls of the district.

1. As executive officer of the board, shall carry out the policies, rules, and regulations of the board.
2. Shall make and enforce such regulations for the conduct of the schools as may be conducive to the best interest of the school, subject to approval of the board.
3. Shall attend all regular and special meetings of the Board.
4. Shall hire all professional and non-professional employees subject to the board's approval. The Superintendent shall nominate all employees for approval by the board. The Superintendent may have the power to assist in or alter the assignment of, to transfer, and to recommend for promotion or dismissal any or all employees to the board.
5. Shall be responsible for the development, maintenance, and operation of the program of staff and curricular improvement. The Superintendent shall cause meetings and workshops to be held when necessary to achieve this end.
6. Shall supervise the curricular offerings of the school and selection of textbooks and equipment to be used.
7. Shall keep the public informed in matters of general interest regarding the schools.
8. Shall see that all records are kept properly and that all reports are made properly.
9. Shall keep informed by attending educational meetings, by reading educational literature and in other ways regarding methods of education.
10. Shall have the authority to order the necessary materials and supplies to operate the school satisfactorily, subject to the limitations of the budget.
11. Shall keep the board informed by attending educational meetings as to how policies are being carried out and their effect an efficiency on the school system.
12. Shall be expected to assist the board by suggesting and helping in formation of school policies; and by presentation of facts and explanations, shall assist the board in its duties of legislation for the schools.
13. Shall provide a list of all employees, full or part-time, and the compensations received by each to the board.
14. Shall be responsible for the coordination of the school district transportation.
15. Shall be responsible for the coordination of the school district lunch program.
16. Shall develop a written list of personal and professional, and district goals for the year, and shall share them with the board in the evaluation process.
17. Shall perform duties as the board may require, and in the absence of specific rules and advice of the board, shall assume any authority or perform any duty which any particular situation may demand, subject to later consideration and action of the board.
18. Shall work closely with the bookkeeper in managing a budget and when the need arises, work through the referendum process with the bookkeeper and school board and community.

19. Effectively develop and enact a shared mission and vision for the district.
20. Act ethically and according to professional norms.
21. Strive for equity of educational opportunities and implement culturally responsive practices.
22. Cultivate an inclusive, caring, and supportive school community.
23. Foster a positive relationship with all stakeholders including staff members, parents, organizations, business leaders, and community members.
24. Ability to positively represent the school to the community.

The district administrator shall be evaluated by the board on an annual basis in writing.

DISTRICT ADMINISTRATOR QUALIFICATIONS			
Date Approved:	1/20/92	Date Revised:	/

The District Administrator of schools shall possess a School Administrator's Certificate issued by the Department of Public Instruction of the State of Wisconsin.
In addition he/she shall have had adequate experience in school teaching.

DISTRICT ADMINISTRATOR RECRUITMENT & APPOINTMENT			
Date Approved:	1/20/92	Date Revised:	9/24/18

Whenever the position of Superintendent becomes vacant, the Board shall employ a Superintendent of Schools as chief executive officer and establish the salary and term of office. The term of each employment contract may not exceed 2 years. A contract for a term of 2 years may provide for one or more extensions of one year each.

The decision shall be made at a legally held special or regular meeting of the Board. A majority vote of the full membership of the Board shall be required. Employment shall also be conditioned on a criminal background check, proper licensure, drug screening, and a physical examination.

The Board shall actively seek and consider only those candidates who meet both state and District qualifications and who display the ability to successfully perform the essential functions of the Superintendent's position as outlined in the written Board approved job description. The Board will establish the criteria, the selection process, the posting notices, and timeline.

Legal reference:

Sections 111.31-111.395, 118.19(9), 118.24, 118.24(1), 118.25, 121.02(1)(a), Wis. Stats.

PI 8.01(2)(a), 34.32, Wis. Adm. Code

Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act

DISTRICT ADMINISTRATOR TERMINATION OF EMPLOYMENT			
Date Approved:	1/20/92	Date Revised:	/

Sixty days written notice of resignation prior to the termination date of contract must be given to the President of the Board or a mutually accepted termination date by both parties.

If, at any time, in the opinion of the majority of the Board, the District Administrator services are unsatisfactory, he shall be notified in writing at least five months before the expiration of his contract that his services will not be retained. 118.24(7)

DISTRICT VEHICLE USE BY EMPLOYEES			
Date Approved:	5/22/17	Date Revised:	7/22/19

In order to assure safe transportation of our students, the School District of Birchwood has adopted the following form and policy.

If an employee is transporting students while participating in a school-sponsored event, the employee must fill out the necessary form (a copy of which is at the end of this policy). District-owned vehicles may be used by District employees/or authorized volunteers to transport students to or from any activity or business of the District provided the following criteria is met:

1. Insurance Coverage - The District is responsible for the insurance on the vehicle and its occupants. Coverage limits are set by the District's insurance carrier.
2. Vehicle Capacity Limits - The group using the District-owned vehicle is regulated by the following vehicle capacity limits:
 - a. Van - 8 passengers including the vehicle operator.
3. Vehicle Use Requests - Requests for use of a District vehicle should be filed at least one week prior to the scheduled event.
4. Vehicle Operator Requirements - The vehicle operator:
 - a. Shall possess a valid Wisconsin operator's license and provide a copy of the license.
 - b. Shall be at least 18 years of age and have at least two years licensed driving experience.
 - c. Shall have sufficient use of both hands and the foot normally employed to operate the foot brake and foot accelerator.
 - d. May be asked to submit, at least every three years, a medical examination form indicating that he/she is not afflicted or suffering from any medical or physical disabilities or disease which could prevent the operator from exercising reasonable control of the vehicle. Payment for said physical examination is the responsibility of the vehicle operator.
 - e. Shall not have more than two moving violations in the past two years from the date of violation occurrence. This requirement/condition may be waived by the District Administrator based on the circumstances of the violations. The District will obtain the operator's motor vehicle record. Operator's motor vehicle record will be reviewed by the District Administrator or his/her designee and placed on file in the District Office. Updated abstracts may be required from time to time at the District's discretion.
 - f. Any traffic violations committed by a driver while using district-owned vehicles are the financial responsibility of the driver. The vehicle driver and passengers must follow all applicable state of Wisconsin safety and legal requirements.
5. Vehicle Safety - District-owned vehicles used to transport students shall be inspected for compliance with state law and Department of Transportation rules.
 - a. Any defects noted during the trip must be communicated to Building and Grounds Supervisor upon return.

VEHICLE USE REQUEST FORM

School District of Birchwood

Completed forms need to be submitted to Building and Grounds. This form does not automatically ensure use of a district vehicle. Requests should be submitted no later than two (2) business days prior to the requested use date.

Requestor's Name: _____

Today's Date: _____

Cell Phone Number: _____

No. of Passengers: _____

Destination: _____

Purpose of Trip: _____

Date(s) of Use: _____ Departure Time: _____ Return Time: _____

INSTRUCTIONS AND CONDITIONS OF OPERATION

1. Vehicle keys can be picked up with Building and Grounds personnel, with keys located in the office. Keys will be numbered to ensure they are returned by the driver.
2. Travel Log must be completed every time a vehicle is used.
3. Insurance card is located in the glovebox.
4. Refuel the vehicle to at least $\frac{3}{4}$ of a tank after each use. An account is available at Jason Market. Any other gas station, receipts need to be turned in with a Requisition Form.
5. Returned vehicles must be cleaned out of all garbage and food items.
6. Keys must be returned to Building and Grounds personnel.
7. Report any mechanical failures or incidents immediately to Building and Grounds upon return.
8. Driver must have a valid U.S. driver's license, free of any suspension or revocation, from the individual's state of permanent residence, including extreme or excessive moving violations, as determined by administration.
9. Operate the vehicle in full compliance with all traffic laws and motor vehicle regulations.
10. The driver will not use a cell phone for texting or calling while driving.
11. Report any accidents immediately.
12. Traffic Tickets/Citations must be reported immediately upon return. Citations for moving or parking violations are the responsibility of the driver.
13. Vehicle keys that are lost/not returned are the responsibility of the driver and the cost of a replacement key will be charged.

I have read and agree to fully comply with the instructions and conditions of operations listed above.

SIGNATURE: _____

DATE: _____

To be completed by Building and Grounds:

Schedule Vehicle: _____

Director Approval: _____

Date Keys Picked Up: _____

Date Received: _____

Date Keys Returned: _____

Time Received: _____

Key Number: _____

DRUG AND ALCOHOL TESTING - EMPLOYEES

Date Approved:	11/20/95	Date Revised:	4/23/18
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I. All employees shall be required to undergo alcohol and drug testing at any time the District has reasonable suspicion to believe that the employee has violated the District's policy concerning alcohol or drugs. Such alcohol or drug testing may be conducted when there is reasonable suspicion to believe that

the employee has used or is using drugs or alcohol prior to reporting for duty, or while on duty, or prior to or while attending any District function on or off District property. The District's determination that reasonable cause exists must be based on specific, coexisting, and accurate observations concerning the appearance, behavior, speech, or body odors of the employee.

Reasonable suspicion shall not include an employee's lawful use of lawful products, where such use has no reasonable connection or nexus to the employee's work-related responsibilities or obligations under District policy.

II. Employees who violate the District's policies or rules regarding alcohol or drug use, and employees who refuse to consent to testing shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, discipline or discharge from employment with the District, and referral to appropriate law enforcement officials for prosecution.

Legal References:

Sections 111.35 Wis. Stats.

Drug-Free Workplace Act of 1988 (drug-free workplace requirements)

Cross References:

Board Policy – Alcohol and Drug-Free Workplace - Employees

DRUG FREE-EMPLOYEES			
Date Approved:	6/15/92	Date Revised:	4/23/18

The Birchwood School District is committed to maintaining a drug-free workplace. To protect the health and safety of students and employees, no employee shall manufacture, distribute, dispense, possess, use or be under the influence of alcohol or drugs in any school building or on school premises; any school-owned vehicle used to transport students to and from school or school activities; or off school property during any school-sponsored or school-approved activity, event or function.

Therefore, the following conduct is strictly prohibited by employees in the workplace:

- The unlawful manufacture, distribution, dispensing, possession or use of controlled substances. (These are prohibitions required by the Drug-Free Workplace Act.)
- The use or possession of alcohol.
- Being under the influence of alcohol or controlled substances.
- The sale, delivery or intent to sell or deliver alcohol or controlled substances
- The sale, distribution or intent to sell or distribute look-alike controlled substances (substances that are represented as an illegal drug regardless of the true nature of the substance) or synthetic drugs that produce similar subjective effects to illegal recreational drugs.
- The use, possession or distribution of drug paraphernalia.
- The sale or distribution of prescription medication.
- The misuse of prescription medication or nonprescription drug products.

For the purposes of this policy:

"Drugs" include, but are not limited to, controlled substances as defined by state and federal law, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substance that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication and in the manner and amount directed.

“Alcohol” includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

In addition, no employee shall use tobacco in any school building or on school premises, in any school-owned vehicle used to transport students, or off school property during any school-sponsored or school-approved activity, event, or function. For the purposes of this policy, “tobacco” includes, but not omitted, to, cigarettes (including clove cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute forms of cigarettes); cigars, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco.

This policy does not prohibit the use of prescription medication by an employee to whom it is prescribed and in the amount prescribed provided the employee is able to perform the essential functions of his/her position with or without a reasonable accommodation (if required by law).

All employees shall be expected to abide by provisions of this policy. Employees shall notify the District Administrator of any convictions for violations of a criminal drug statute five (5) calendar days of such conviction. The district office shall notify the appropriate federal agency of convictions for violations occurring in the workplace within ten (10) calendar days of receiving notice from the employee or otherwise receiving actual notice of such conviction.

Failure to abide by this policy shall result in disciplinary action in accordance with the procedures established by the Board of Education. Employees may also be referred to law enforcement authorities for prosecution.

An employee may also be referred for alcohol or drug counseling, assessment or treatment at the discretion of the employee’s supervisor. The employee shall be responsible for all costs associated with such counseling, assessment or treatment program.

Legal References:

Wisconsin Statutes

Section 111.35 [use or nonuse of lawful products; exceptions and special cases]

Section 120.13 [school board powers, including broad power to do all things reasonable for the cause of education]

Section 121.02(1)(i) [safe and healthful facilities]

Section 125.09 [restriction on alcoholic beverages on school grounds]

Chapter 961 [controlled substances laws]

Federal Laws

Drug-Free Workplace Act of 1988 [drug-free workplace requirements]

EMPLOYEE COMPENSATION – UNEXPECTED OR EXTRAORDINARY CIRCUMSTANCES		
Date Approved:	5/18/20	Date Revised:

Under unexpected or extraordinary circumstances, such as a public health emergency, the [LEA] shall continue to charge the compensation (including but not necessarily limited to salaries, wages, and fringe benefits) of its employees who are paid by a currently active Federal grant consistent with the organization’s policies and procedures for paying compensation from all funding sources, Federal and non-Federal.

If the [LEA] pays similarly situated employees whose compensation is paid with non-Federal funds during an extended closure, those paid with Federal grant funds may also continue to be paid.

The procedures for documenting time and effort per the Federal Uniform Grant Guidance (2 CFR §200.430(i) “Standards for documenting personnel expenses”) under unexpected or extraordinary

circumstances will include documenting the funding source of the personnel before the circumstance and the funding source of the personnel during the extended closure. This documentation will be authorized by a chief officer and maintained for auditing or monitoring purposes.

Through the process of documenting time and effort under unexpected or extraordinary circumstances, the authorizer will verify that employees who are being paid with federal grant funds while the program grant activities are closed in whole or in part due to the circumstance are not additionally being paid for working on other activities that are not closed down.

EVALUATION OF EMPLOYEES			
Date Approved:	8/28/17	Date Revised:	2/25/19

Professional Staff Evaluation

This policy applies to the evaluation of licensed, professional staff employed by the District, including all teachers, who are required under state law to be under a written contract with the School Board, with the exception of substitute employees and individuals who are employed as administrators.

The Board delegates to the District Administrator and his/her administrative designee(s) the responsibility of defining and implementing a systematic program of evaluation for the licensed, professional employees covered by this policy, including the specific criteria and procedures that will be used to conduct performance evaluations. The evaluation program shall be consistent with this policy, including the following general parameters:

- 1) Every licensed, professional employee in the District will be evaluated by individuals who have the requisite knowledge, skills, and training. Although multiple sources may be used as input into the evaluation process, including input provided by individuals who are not licensed school administrators, licensed administrators shall have primary responsibility for producing the culminating, summative performance evaluation record applicable to any period covered by a formal, written evaluation;
- 2) Among other sources of data and information, the formal evaluation process shall:
 - a) Incorporate an assessment from one or more observation(s) of the individual's job performance; and
 - b) Reflect (within the defined evaluation criteria and/or in an evaluation narrative) applicable portions of the Board-adopted position description, including the key job-related activities defined in the position description.
- 3) The evaluation process shall be designed to identify individual strengths and weaknesses, guide individualized professional development, and distinguish among employees whose job performance and professional practices are at different levels as compared to the District's expectations; and
- 4) Professional staff evaluations shall be carried out in substantial and material compliance with this policy and with any evaluation procedures outlined in any applicable evaluation plan or as found in the applicable Employee Handbook. The professional staff evaluations shall be conducted in substantial and material compliance with the CESA 6 Educator Effectiveness Evaluation System for teachers, selected under state law.

Professional staff obtaining six semesters of successful teaching experience under a Provisional license (Tier II) will be granted a Lifetime License (Tier III) under Wisconsin Department of Instruction PI 34. Six semesters of successful completion is defined as the fulfillment of duties as a teacher for each semester completed under the terms of employment.

Minimum Frequency of Formal, Written Evaluations

- 1) A new-to-position employee shall be formally evaluated at least two times within the first full year of employment. The first evaluation shall be completed during the first semester. The formal evaluation will be followed by feedback from the Administrator.
- 2) A new-to-the-district employee (with a minimum of 2 years of experience in that position) shall be formally evaluated at least two times during the first full year of employment. The first evaluation shall be completed during the first semester. The formal evaluation will be followed by feedback from the Administrator.
- 3) A continuing employee with at least three years of experience in the District shall be formally evaluated in writing at least every third school year.

Intensive Support: Intensive support is the supervision and evaluation procedure applied to non-probationary teachers whose performance has not met expectations as of the most recent evaluation conference. Intensive support is designed to improve the overall performance of a veteran teacher whose overall performance has not met expectations. Non-probationary teachers whose overall performance has not met expectations may, at the discretion of the District, receive intensive support or may be non-renewed pursuant to § 118.22, Wis. Stats. If in the District's discretion intensive support is offered, the process shall be as follows:

1. **Goal of Intensive Support:** The goal of intensive support is for the teacher to meet expectations. The intensive support plan will be designed to meet the specific needs of the teacher and the performance expectations of the District.
2. **Content of Intensive Support:** It may include a description of the teacher's deficiencies, a description of appropriate performance, a goal setting plan to help the teacher develop required skills, a schedule of supervisory activities including at least one evaluation, and a target date by which time the teacher will perform satisfactorily. The plan is not limited to, but might include, the following interventions: any means of staff development defined in the District staff development plan, observations and/or support by experts outside the District, and/or peer coaching or mentoring.

Acknowledgement of Receipt and Response: The teacher will acknowledge receipt of all documents related to supervision and evaluation by signing and dating the document within ten (10) school days. The teacher shall have the right to attach a report with any remarks concerning the document(s). Acknowledging receipt does not imply agreement with all or part of the documents received. Any employee wishing to comment on the evaluation or who feels the evaluation was incomplete, inaccurate, or unjust, may reduce those comments or objectives to writing and have them attached to the evaluation instrument to be placed in the personnel file. A teacher may attach a response to any document related to this process after the teacher's receipt of the evaluation document(s) listed above. The file copy of the evaluation and any comments or objectives shall be signed by both parties to indicate awareness of the content. The following statement shall be part of the instrument:

"The signatures do not indicate agreement or disagreement but merely certify that the observation and conference as noted were held and that the opportunity was available for attaching written clarification/objections at the time of signing."

The response must be initialed by the supervisor. The preceding process and documentation may be accomplished through an electronic process.

Administrative Evaluation

Building administrators shall be evaluated annually by the District Administrator. Administrative evaluations shall be based on job descriptions, Administrative Educator Effectiveness Standards (Leadership for Student Learning, School Climate, Human Resources Leadership, Organizational Management, Communication and Community Relations, and Professionalism) and such performance objectives as are agreed to by the district administrator and the individual administrative staff member. The District Administrator shall inform the Board of the results of administrative staff evaluations.

Non-Represented Office Staff

Non-Represented Office Staff employees shall be evaluated annually during their probationary period and not less than every three years thereafter. Evaluations shall be based on job descriptions, and such performance objectives as are agreed to by the supervisor and the individual employee. A written evaluation report shall be prepared for each employee detailing strengths and areas for professional improvement. The district level administrators shall have the primary responsibility for observing and evaluating non-represented contracted performance.

Nothing in this policy shall be interpreted as a limitation on the number, scope, or type of formal or informal evaluations that may be scheduled and conducted by the administration. The District may place different employees holding similar positions on different evaluation schedules and use different evaluation procedures or methods based upon, for example, the District's identification of a need for an employee to improve performance in one or more areas.

WISCONSIN STATUTES

Section 115.415 [educator effectiveness evaluation requirements]

Section 118.21 [teacher contracts]

Section 118.22 [renewal and nonrenewal of teacher contracts]

Section 118.225 [limited authority to use student assessment data as part of a teacher evaluation program]

Section 118.30(2)(c) [prohibited uses of student assessment data]

Section 120.12(2m) [school board duty to evaluate teachers using DPI-developed educator effectiveness evaluation system or equivalency evaluation process]

Section 121.02(1)(a) [verification of licensure]

Section 121.02(1)(b) [professional development of employees]

Section 121.02(1)(q) [evaluation of licensed staff]

WISCONSIN ADMINISTRATIVE CODE

PI 8.01(2)(a) [annual certification to DPI of educator's current license]

PI 8.01(2)(b) [professional development plan for employees]

PI 8.01(2)(q) [evaluation of licensed staff]

PI 34 [DPI standards and licensure]

PI 34.32(1) [license requirements for individuals who supervise and evaluate other professional staff]

PI 47 [equivalency process for educator effectiveness evaluation; principals and teachers]

CROSS REF.: Teacher Job Description

Principal Job Description

Custodian Job Description

Food Service Director Job Description

Office Manager/Confidential Secretary Job Description

Secretary/Receptionist Job Description

EXTRA-CURRICULAR COACHES/ADVISOR – JOB DESCRIPTION			
Date Approved:	3/18/91	Date Revised:	5/18/22

Extra-curricular coaches include athletic coaches, club advisors, or community event directors or other positions assigned by the district.

GENERAL EXPECTATIONS:

1. The coach or activity advisor will be directly responsible to the athletic director, the principal, or the administrator depending upon the nature of the activity itself.
2. The coach or activity advisor will be directly in charge of the students and the assistant coaches or activity advisors in his or her charge.

SPECIFIC EXPECTATIONS:

1. Be in attendance at all practices, tryouts, and contests.
2. Process all forms of participation, parent's permission, award winners, and injury reports.
3. Attend necessary approved conference and non-conference meetings.
4. Present and orally explain to all contestants or member students all written rules and regulations, constitutions, athletic handbooks, or other governing policy prior to the first practice. Any additional rules and regulations regarding the specific activity must be in writing and posted in the proper training area.
5. Establish a plan and policy for issue and return of supplies and equipment.
6. Prepare the game site or contest site with necessary tables, chairs, towels, or other equipment.
7. Respect assigned practice times and cooperate with other coaches or activity advisors.
8. Be the last to leave. Check to see that doors are locked, lights are out, and **STUDENTS ARE GONE.**
9. Enforce and carry out all school rules and policies and promote fair play.
10. Encourage and facilitate parental and community support for sponsored extracurricular activities.
11. Inform principal and district administrator of activity plans prior to the activity taking place.
12. Understand the strengths of students and inspire them to overcome their weaknesses by using a variety of positive coaching techniques to add to their confidence level.
13. Resolve team/group issues, should they arise.
14. Positively represent the school to the community.
15. Agrees to use only district-approved social media formats agreed upon by the Principal or his/her designee.

FEDERAL TIME AND EFFORT REPORTING POLICY		
Date Approved:	June 16, 2014	Revised Date:

Purpose: As a recipient of federal funds, Birchwood School District must comply with the Office of Management and Budget (OMB) Circular A-87, General Principles for Determining Allowable Costs. Attachment A, Paragraph C.1. requires certification of effort to document salary and wage expenses charged directly again federally-funded programs. Paragraph C.1. states, *“To be allowable under federal awards, costs must...be adequately documented.”* Birchwood School District’s time and effort reporting policies and procedures are intended to meet this requirement.

Policy Statement:

1. Time and effort reporting shall reasonably reflect the percentage distribution of effort expended by Birchwood School District employees involved in federally funded programs, grants and/or contracts, and shall be incorporated into the records for the school district. These records shall reasonably reflect the activity for which the employee is compensated and shall encompass all activities on an integrated basis.
2. Each employee whose time is committed to a federally funded program (Title I, II-A, III, Spec. Ed., Grants, etc.) shall complete a time and effort report.
3. Birchwood School District uses an “after-the-fact effort” reporting system. This indicated that the distribution of salaries will be supported by activity reports signed by the staff member and the building principal or administrator.
4. The Business Office is responsible for the distribution, collection, and retention of all employee time and effort reports.
5. The Time and Effort report must represent, in percentages totaling the agreed upon contractual amounts, the total activity for which each employee is compensated.
6. Semi-Annual Report: An employee who has a “single cost objective” has a position that is dedicated to a singular purpose. For instance, a special education teacher is considered to have a single cost objective because the teacher works only with special education. An employee who has a single cost objective will complete semi-annual certifications. A semi-annual certification is a sign-off every six months by the employee and the supervisor with first-hand knowledge of the employee’s work.
The semi-annual certification will identify:
 - Employer’s Name
 - Employee’s Name
 - Federal Program
 - Reporting Period
 - Employee’s Position
 - Single Cost Objective
 In addition to the semi-annual certification the employee will keep track of 100% of their hours by project as support for the amounts claimed on the federal or state grant.
7. Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARS) or equivalent documentation.
8. PAR or equivalent documentation must: (1) reflect an after-the-fact distribution of the actual activity of each employee, (2) must account for the total activity for which each employee is compensated, (3) must be prepared at least monthly and must coincide with one or more pay periods, and (4) must be signed by the employee. The PAR must be supported with documentation of actual effort, not estimates.

Supporting documentation could be a work calendar, work project, time log, or class schedule. Relying on time estimates identified in the grant budget rather than actual time recorded through a work calendar or class schedule isn't acceptable.

The required information that must be on the PAR is:

- Employer's Name
- Employee's Name / Position
- Federal Program / CFDA #
- Reporting Period
- 100% of Work Activities
- Employee's Signature

PAR must follow these standards:

- After-the-fact record: The PAR must be created after the work has been executed. Projections of how an employee is expected to work or position descriptions aren't sufficient.
- Total activity: The PAR must account for the total activity for which each employee is compensated, including part-time schedules or overtime.
- Monthly: The PAR must be prepared at least monthly and must coincide with one or more pay periods; and
- Signed and dated: The PAR must be signed and dated by the employee and the supervisor.

All monthly PAR reports will be submitted to the respective fiscal coordinator to be used during the monthly financial grant reporting. A final PAR will be signed and filed in the grant audit folder that shows the total amounts for the year.

Procedures:

1. When Birchwood School District assigns staff to a federal program and budget the Business Office will prepare a projected distribution of effort for the duration of the school year.
2. Based on the projected distribution of effort throughout the school year, the frequency of reporting required (semi-annual or PAR-monthly) will be determined by the ESEA Coordinator and School District Administrator. This reporting schedule will be communicated to the Business Office.
3. Based on the pre-determined frequency, the Business Office shall provide a blank time and effort report to each employee working on a federal program on the last working day of the month for which the report is required.
4. Each employee receiving this report shall complete report with the actual percentage of effort for the given time period. S/he will sign the effort report to verify and obtain the principal's or administrator's signature.
5. Supporting Evidence: Each time and effort report shall be accompanied with documentation that provides evidence of effort throughout the time period of the report (i.e. schedule of time applied toward activities and efforts throughout the month).
6. Verification: **All employees must sign their own individual effort reports.** In addition, the building administrator must review, verify and sign all effort reports.
7. The time and effort reports must be returned to the Business Office by the **5th** of each month following the month of the report.
8. Any salary reallocations or adjustments resulting from time and effort reports will be made as determined between the Business Office and the District Administrator.

9. Changes: Evidence of salary reallocations (Budget revisions) must accompany a modified effort report.

FOOD SERVICE DIRECTOR JOB DESCRIPTION			
Date Approved:	3/18/94	Date Revised:	4/24/95

Qualifications:

- | | |
|---|--|
| 1. knowledgeable of nutrition | 4. minimum of high school diploma or equivalent |
| 2. able to work as a leader and team member | 5. experience in the area of food preparation/menu development |
| 3. organized | 6. self motivate |

Immediate Supervisor: District Administrator

1. Purchase and order all inventory from:
 - a) Vendors
 - b) Commodities
 - c) CESA Bids
 - d) Dairy
 - e) Baker
2. Prepare Menu for each month. Turn in to office by Monday noon preceding School Board Meeting.
3. Complete Daily Production Record for hot lunch and salad bar
4. Keep freezer and cooler in order
5. Responsible for commodity inventory at end of each month, commodity ordering, general inventory, federal forms and programs
6. Bake bread, cakes, desserts, cookies, etc.
7. Take out bread needed for each day
8. Provide recipes needed for each meal
9. Take out frozen foods needed for each meal
10. Help second cook prepare each meal
11. Help second cook serve each meal
12. Help whenever possible with dishes or pots and pans
13. Help with clean up
14. Supervise second cook and dishwasher
15. Set up cleaning schedule
16. Monitor daily temperatures of all coolers and freezers
17. Provide nutritional information for students when time permits
18. Decorate kitchen and gym per holiday
19. Provide sanitation rules for new kitchen employees along with training new kitchen employees.
20. Provide information about educational opportunities for the second cook.
21. A positive working environment in the kitchen;
22. Promote a good working relationship with other employees.
23. Any other duties as assigned in order to maintain an orderly, healthy, safe, kitchen and cafeteria and food service program.
24. Work with administration to meet the goal of a balanced food service budget.
25. Promote the positive, fair, consistent treatment of students.

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a Medium position. Medium work is defined as: Exerting 20 - 50 pounds of force occasionally, and/or 10 - 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

The Classification of Jobs further defines the physical factors as: Frequently reaching, handling, fingering, talking, hearing, and working with near visual acuity; and Occasional stooping, crouching, feeling, tasting/smelling, depth perception, and color vision.

GUIDANCE COUNSELOR JOB DESCRIPTION (REVISED – DRAFT)			
Date Approved:	4/24/95	Date Revised:	8/20

QUALIFICATIONS:

1. Must be appropriately certified by the Department of Public Instruction.
2. Must possess the ability to work effectively with students, colleagues and the general public.
3. Must participate in inservice activities promoted by the district.
4. Must be able to carry out responsibilities in a satisfactory manner.

REPORTS TO: District Administrator and Building Principal

JOB GOAL: To provide for all students a systematic K-12 competency-based guidance program focused on learning, personal/social and career/vocational needs.

JOB RESPONSIBILITIES:

1. Counseling/Guidance- The guidance counselor shall:
 - a) Make him/herself available to all students seeking guidance and counseling services.
 - b) Facilitate outreach efforts to provide services to students, parents/guardians and staff.
 - c) Orient students, teachers, parents/guardians and others to the guidance and counseling program in language that is easily understood by persons not familiar with the program.
 - d) Understand and implement both individual and group guidance and counseling methods appropriate to the given situation in order to facilitate educational, career and personal-social development of all students.
 - e) Assist students, parents/guardians and staff in location of and the introduction to specialized referral agencies that exist within the school system and the community.
 - f) Supervise the collection, recording and dissemination of student data.
 - g) Interpret information about students to them, parents/guardians and professional school staff.
 - h) Assist in providing for placement of students.
2. Professional Characteristics and Growth - The guidance counselor shall:
 - a) Strive, through professional growth activities, to remain a viable part of the developing profession of school counseling.
 - b) Update materials, methods, skills and knowledge.
 - c) Remain objective by not becoming overly involved in the problems of individuals.
 - d) Recognize the extent of his/her personal and professional qualifications and offer only those services for which he/she is qualified.
 - e) Strive to create a favorable professional impact on students, parents/guardians and other employees.
3. Operational Responsibilities - The guidance counselor shall:
 - a) Submit required reports promptly and accurately.
 - b) Take all necessary and reasonable precautions to protect students.
 - c) Take all necessary and reasonable precautions to protect equipment, materials and facilities.
 - d) Consistently operate in a professional manner regarding Board policies and state and federal rules and regulations. This would include advocating, when necessary, on behalf of the student and/or family.

Legal Reference: Section 121.02(1)(a) & (q) Wisconsin Statutes, PI 8.01(2)(q), Wisconsin Administrative Code. **Cross Reference:** Professional Staff Evaluation/Supervision

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a light position. Light work is defined as: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. It requires moving about to a significant degree. The Classification of Jobs further defines the physical factors as: Frequently, handling, talking, hearing and working with near visual acuity; and Occasional reaching, fingering, and working with far visual acuity.

IMC DIRECTOR JOB DESCRIPTION			
Date Approved:	4/24/95	Date Revised:	/

QUALIFICATIONS:

1. Possess and maintain proper school
2. librarian certification required by the Department of Public Instruction.

REPORTS TO: Superintendent.

JOB GOALS:

1. To plan, develop and coordinate the instructional materials within his/her respective unit and serve as a disseminator of materials to all instructional staff.
2. To facilitate the full utilization of his/her respective unit and serve as a resource person to the students.
3. To instruct students in the proper usage of his/her respective unit.

JOB RESPONSIBILITIES:

The IMC Director/school librarian shall:

1. Operate and supervise the library/IMC to which assigned.
2. Evaluate, select and requisition new library and media materials.
3. Assist teachers in the selection of books and other instructional materials and make library materials available to supplement the instructional program.
4. Inform teachers and other staff members concerning new materials the library acquires.
5. Maintain a comprehensive and efficient system for cataloging all library materials and instruct teachers and students on the use of the system.
6. Arrange for interlibrary loan of materials of interest or use to faculty and staff.
7. Work with teachers in planning assignments likely to lead to extended use of library resources.
8. Promote appropriate conduct of students using library/IMC facilities.
9. Help students to develop habits of independent reference work and to develop reference skills in relation to planned assignments.
10. Present and discuss materials with classes studying a specific topic, on the invitation of the teacher.
11. Participate in curriculum meetings.
12. Counsel with and give reading guidance to students who have special reading problems or unusual intellectual interests.
13. Arrange frequently-changing book-related displays and exhibits likely to interest the library/IMC's patrons.
14. Prepare and recommend the expenditures of the library/IMC budget.
15. Supervise the library aide(s) in the performance of his/her (their) duties.
16. Actively participate in library and other educational and professional organizations.
17. Weed obsolete and worn materials from the collections.
18. Supervise the clerical routines necessary for the smooth operation of the library/IMC.
19. Perform other professional duties and activities as assigned by the principal and/or district administrator.

Terms of employment: Salary and work year shall be in accordance with provisions of the current employee agreement.

Evaluation: Performance of this job will be evaluated by principal and/or district administrator in accordance with provisions of the Board's policy on evaluation of professional staff.

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a light position. Light work is defined as:

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. It requires moving about to a significant degree. The Classification of Jobs further defines the physical factors as: Frequently, handling, talking, hearing and working with near visual acuity; and Occasional reaching, fingering, and working with far visual acuity.

OFFICE MANAGER/CONFIDENTIAL SECRETARY JOB DESCRIPTION		
Date Approved:	4/25/94	Date Revised: /

QUALIFICATIONS: (

1. Possess a high school diploma or equivalent
2. Possess secretarial proficiencies, good interpersonal skills and basic skills and basic knowledge of supervision techniques.
3. Possess ability to make accurate mathematical computations
4. Ability to keep records, perform research, and make reports
5. Possess proficiency in the operation of office machines and computers.

REPORTS TO: District Administrator and Principal

PERFORMANCE RESPONSIBILITIES:

The Office Manager/Confidential Secretary shall:

1. Directly supervise office personnel and office operations.
2. Maintain student activity books as directed by the District Administrator and the auditor.
3. Be responsible for clerical filing, record keeping, writing reports, operating the duplicating machines, bookkeeping, and typing.
4. Be responsible for making decisions and performing non specified activities which free the administrator from routine tasks.
5. Perform duties of registrar: all records, transcripts, etc.
6. Be responsible for hot lunch tickets sales and the reports connected with them.
7. Be responsible for all attendance, attendance reports and official enrollment.
8. Be responsible for all progress reports and report cards and scheduling of parent/teacher conferences.
9. Assist in handling incoming and outgoing mail.
10. Answer a business telephone properly and efficiently, and route incoming calls appropriately.
11. Operate the public address system.
12. Do required secretarial typing for the administrators, counselors and psychologist.
13. Collect, enter and publish data for School Performance Report.
14. Complete state reports as required.
15. Assist in first aid procedures and dispensing prescribed medications.
16. Assist Athletic Director in athletic duties ie: type rosters, game programs, set up gate box, arrange for ticket sellers.
17. Maintain confidentiality.

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a Sedentary position. Sedentary work is defined as: Exerting up to 10 pounds of force occasionally, and/or during negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time but may involve walking or standing for brief periods of time.

The Classification of Jobs further defines the physical factors as: Constantly working with near visual acuity; and Frequent reaching, handling and fingering; and Occasional hearing.

PAYROLL AND BENEFITS BOOKKEEPER		
Date Approved:	4/27/2020	Date Revised:

QUALIFICATIONS:

1. High School diploma or GED required. B.A. in accounting or similar experience preferred.
2. Minimum of three (3) years of experience in bookkeeping and payroll preferred.
3. Demonstrate appropriate computer skills.
4. Communicate effectively with staff.
5. Must be detail-oriented, organized, and focused on quality.
6. Must handle confidential matters in a discreet manner.
7. Ability to positively represent the school to the community.

TERMS OF EMPLOYMENT:

0.75 F.T.E. – year round staff

Pay, benefits and conditions of employment per annual contract.

ESSENTIAL FUNCTIONS:

PAYROLL

1. Add new employees and maintain individual pay profiles and pay records
2. Prepare and process payrolls, ensuring all time sheets are accurate
3. Prepare and process payroll taxes, retirement contributions and all other benefits and deductions
4. Record and post leaves to the employee's employment record
5. Assist employees with enrollment in various benefit programs
6. Assist in budget and distribution of OPEB within payroll
7. Code payroll according to DPI WUFAR
8. Roll and balance all pay records and leave balances

HUMAN RESOURCES

1. Assist all new employees with initial forms, handbook, TB test information, ACH, I-9 information, etc. during new staff orientation
2. Responsible for employee enrollments and cancellations to TSA'S, health and dental insurance, insurance waivers, FMLA, all benefits, etc.
3. Manage workers comp, retiree benefits, personnel records, Employee Portal, payroll Balance Sheet reconciliation, etc.
4. HIPAA Privacy Officer – responsible for HIPAA privacy due to a self-funded dental plan.
5. Manage labor law postings, DPI licensing issues, perform employee background checks, annually review the Employee Handbook, etc.
6. Assist in benefit renewals
7. Ensure proper Section 125 plan and 403(b) administration
8. Update and maintain salary schedules, extracurricular contracts and employment contracts each school year

STATE AND FEDERAL REPORTING

1. Monitor and complete all reporting requirements of the ACA, WRS, U.S. Dept. of Labor current employment statistics, imputed income, DPI WISEstaff, worker's compensation audit, etc.
2. File quarterly and annual payroll reports
3. Make Federal and State withholding payments
4. Process and report forms 1099-MISC

OTHER:

1. Attend training seminars and conferences
2. Keep up on appropriate file storage policy
3. Prepare payroll budgets

4. Assist and prepare items for the annual district audit
5. Conduct time studies on staff and develop PARS reporting

PHYSICAL EXAMINATIONS - ALL PERSONNEL	
Date Approved: 8/17/94	Date Revised: 10/22/18

A pre-employment physical examination is required by the State of Wisconsin for all school employees.

Such examinations shall include a screening questionnaire for tuberculosis approved by the department of health services and, if indicated, a test to determine the presence or absence of tuberculosis in a communicable form. Freedom from tuberculosis in a communicable form is a condition of employment. The school employee shall be examined by a practitioner in the employ of or under contract with the school district, but if a practitioner is not employed or under contract, the examination shall be made by a practitioner selected by the school employee. A practitioner performing a physical examination shall complete a report of the examination upon a standard form prepared by the department of health services. The practitioner shall retain a copy of the report in his or her files and shall make confidential recommendations to the school board and to the school employee on a form prepared by the department of health services. The recommendation form shall contain space for a certificate that the person examined by the practitioner appears to be free from tuberculosis in a communicable form.

The school board may require a school employee to complete additional health examinations, including physical examinations and an examination consisting of a screening questionnaire for tuberculosis approved by the department of health services, at intervals determined by the school board. A screening questionnaire administered as permitted under this subdivision may be administered by a registered nurse selected by the school employee and licensed under s. [441.06](#) or in a party state, as defined in s. [441.50 \(2\) \(j\)](#).

The school board may not require physical examinations of any school employee who files with the school board an affidavit setting forth that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. Notwithstanding the filing of such affidavit, if there is reasonable cause to believe that such employee is suffering from an illness detrimental to the health of the pupils, the school board may require a health examination of such school employee sufficient to indicate whether or not such school employee is suffering from such an illness. No school employee may be discriminated against by reason of the employee's filing such affidavit.

A registered nurse administering a screening questionnaire under par. [\(a\) 2.](#) shall provide a copy of the screening questionnaire to the school board and shall make confidential recommendations to the school board and to the school employee on a form prepared by the department of health services. The screening questionnaire shall contain space for a certificate that the person examined by the registered nurse or school nurse does not have risk factors for tuberculosis. If tuberculosis risk factors are identified on the screening questionnaire, the registered nurse shall recommend that the person receive a test from a practitioner to determine the presence or absence of tuberculosis in a communicable form. If a test to determine the presence or absence of tuberculosis in a communicable form is recommended of the person, and if the test indicates the absence of tuberculosis in a communicable form, the practitioner who administers the test shall certify, on a form prepared by the department of health services, that the person appears to be free from tuberculosis in a communicable form.

The school board shall pay the cost of the examinations required under par. [\(a\)](#), including X-rays and tuberculin tests if needed, out of school district funds. Freedom from tuberculosis in a communicable form is a condition of employment as per the WI Stat. 118.25. If, through TB screening and testing, it is determined

the potential employee has active TB disease, they cannot be considered for work in a school district where they have contact with children.

As a condition of employment, special teachers, school psychologists, school social workers, cooperative educational service agency personnel and other personnel working in public schools shall have physical examinations. The employing school district or agency shall pay the cost of such examinations.

As a condition of employment, employees of the state superintendent whose work brings them into contact with school children or with school employees shall have physical examinations.

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PRINCIPAL JOB DESCRIPTION			
Date Approved:	2/17/92	Date Revised:	8/5/93

Qualifications: Shall maintain proper licensing for a principle license.

Reports to: District Administrator

Supervises: Teachers and other building personnel.

Job Responsibilities:

1. Direct and schedule student affairs, both curricular and extra-curricular.
2. Shall monitor and evaluate curricular and extra-curricular offerings.
3. Shall supervise all teachers on a regular basis and shall act as an instructional leader in improvement of instruction.
4. Shall make recommendations for employment, probation, non-renewal, and/or dismissal to the superintendent.
5. Assign teachers their workload and any other extra-curriculars.
6. Shall serve as a member of the inservice council and will act as coordinator in developing appropriate, substantive inservice activities.
7. Shall act as attendance officer for the district, and shall follow student mandatory attendance guidelines.
8. Review and evaluate all staff requests for workshop and professional meetings.
9. Shall be responsible for developing an appropriate master schedule and assigning teacher duty assignments.
10. Shall act as coordinator in curriculum development and updating.
11. Shall make and enforce reasonable rules regarding student behavior, in accordance with school policy.
12. May suspend and/or make recommendations for expulsion.
13. Shall act as a liaison between the school and community and shall be a positive representation of the school.
14. Act as district administrator designee when the district administrator is out of the district or is not available.
15. Assume responsibility for his/her own professional growth and development through membership in professional organizations, attendance at conferences and/or graduate course work.
16. Shall have responsibility to orientate, recruit, informally evaluate, and contact substitute teachers.
17. Make recommendations for necessary repairs and maintenance, supplies, repairs, etc. that may be necessary to carry out the daily operation of the school.
18. Shall assist the administrator in the development of a district budget.
19. Conduct regular staff meetings to keep staff informed.
20. Shall be responsible for classification, promotion or retention of all students.
21. Shall be in charge of student activity funds and shall manage them in a fiscally sound manner.

22. Maintain high standards for student conduct and enforce established school rules of conduct in a fair, consistent manner.
23. Attend all regular school board meetings and special meetings at the request of the administrator.
24. Supervise the grading process and all honor programs for students.
25. Work with the administrator recruiting, training, hiring, and assignment of professional staff.
26. Shall handle all discipline referrals from the school bus drivers.
27. Shall perform fire and tornado drills in accordance with state guidelines.
28. Shall perform any other duties as may from time to time be assigned by the administrator.

Evaluation: Performance of the job will be evaluated in writing on an annual basis with this written job description as the foundation for the evaluation.

PRINCIPAL QUALIFICATIONS		
Date Approved:	1/20/92	Date Revised: /

1. The Building Principals shall possess a proper and valid license for principalship issued by the Department of Public Instruction of the State of Wisconsin.
2. They shall be aware of current trends and developments in education.
3. Applicants for vacancies shall possess some related training and/or experience.

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES	
Date Approved: 7/24/17	Date Revised:

The School Board delegates to the District Administrator and his/her designee the task of annually establishing and overseeing a professional development plan in order to provide learning and development opportunities for the District's licensed staff. Professional staff members may be provided an opportunity to become involved in formulating professional development plans offered in the district.

Primary goals of the professional development plan and activities pursued under the plan include the following:

1. Improving instruction and learning opportunities for District students;
2. Fostering a shared and clear sense of mission, goals and priorities within the District;
3. Sharing and disseminating institutional knowledge and internal successes;
4. Providing exposure to ideas, research, and expertise from outside of the District;
5. Assessing and evaluating District programs;
6. Building internal capacity for leadership, change, and innovation;
7. Enhancing technical skills and knowledge;
8. Enabling consistent compliance with District policies and relevant legal requirements; and
9. Fostering a commitment toward continuous professional learning and personal development.

The professional development plan may focus primarily on one or several of the above goals.

The professional development programming that is provided in the District shall be managed and delivered at various levels, including District-wide programming, building-based programming, and programming that is specific to particular functions, skills, or subjects. The plan shall also include components that allow means for the identification and pursuit of individualized activities that focus on personal needs, goals and interests. Such individualized components may be coordinated, for example, through formative personnel evaluations and assessments, through individual goal-setting activities, or through the stages and procedures related to licensure.

The District Administrator shall regularly inform the Board regarding the annual development, review, and implementation of the professional development plan for licensed staff.

Legal References:

Wisconsin Statutes

Section 120.12(2m) [school board duty to evaluate effectiveness of teachers and principals]

Section 121.02(1)(a) [school district standard; verification of licensure]

Section 121.02(1)(b) [school district standard; professional development of employees]

Section 121.02(1)(q) [school district standard; evaluation of licensed staff]

Wisconsin Administrative Code

PI 8.01(2)(b) [school district standards; staff development]

PI 34.03 [DPI's administrator standards]

PI 34, Subch. V [licensure stages; including professional development plans]

PROFESSIONAL STAFF HIRING			
Date Approved:	8/5/93	Date Revised:	6/21/04, 7/22/19

The Board of Education has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns the Superintendent with the process of recruiting staff members and recommending for hire the top candidate, or candidates if 2 or more of equal quality are found. In carrying out this responsibility, the Superintendent will involve various administrative members, teaching staff members, and any other relevant personnel. Board Members may be included as interview team members. All personnel selected for employment must be recommended by the Superintendent and approved by the Board.

The interview committee will determine the top candidate(s). The interview committee shall present its list of top candidates to the Superintendent. To the extent possible, consensus will be used to determine the top candidates. The Superintendent shall review the top candidate(s) for each position and shall make a recommendation to the Board for hiring.

When a vacancy occurs which extends the recruitment period beyond the beginning of school or the starting date of the position, a certified substitute teacher may be employed until the selection process is completed.

Professional staff members shall be certified in accordance with the requirements of the Wisconsin Department of Public Instruction prior to employment by the Birchwood School District, as provided in Wisconsin Statutes.

Every teacher, supervisor, administrator, and professional staff member shall hold a certificate, license or permit to teach issued by the department before entering into duties for such position or show proof of application. A copy of the certificate shall be submitted to the Superintendent provided by Wisconsin Statutes.

There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

According to the Immigration Reform and Control Act of 1986 (IRCA), each prospective employee must verify their employment eligibility, and attest under penalty of perjury that the documents he/she has presented (e.g. U.S. Passport, birth certificate, social security card, driver's license) are genuine and relate to him/her. Immigration and Naturalization Service Form I-9 will be used for both employee and employer verification.

Employers are required to retain a Form I-9 for each employee for 3 years from the date of hire, or one year after the date the individual's employment is terminated, whichever is later.

Legal Reference: Wisconsin Statute 118.19, 121.02 (1) (a) (School District Standards) Wisconsin Statute, 118.21 (2) (Teacher Contracts) Immigration Reform and Control Act of 1986 (IRCA)

PROFESSIONAL STAFF MEETINGS			
Date Approved:	3/18/91	Date Revised:	/

Teachers will frequently be asked to serve on professional committees for study and improvement of some phase of the school program.

Attendance is required at teacher meetings when called by the district administrator or principal.

PROFESSIONAL STAFF ORIENTATION		
Date Approved:	3/18/91	Date Revised: /

KNOWLEDGE OF POLICIES AND REGULATIONS:

It shall be the duty of the teacher to keep informed concerning the rules, policies, and regulations of the board of education and the district administrator of schools.

PROFESSIONAL STAFF POSITIONS		
Date Approved:	3/18/91	Date Revised: /

It shall be the policy of the Board of Education to employ on the instructional staff only those persons who hold a valid and acceptable license to teach in the State of Wisconsin with at least four years of training from an approved teacher training institution. All professional staff positions are created and eliminated with the approval of the Board. It is the boards intent to activate a sufficient number of positions to accomplish the school district goals and objectives.

PROFESSIONAL STAFF VISITATIONS & CONFERENCES		
Date Approved:	3/18/91	Date Revised: /

Eligibility to attend meetings and national organizations shall be based upon professional interest and leadership in the positions of local affiliation.

Requests to attend professional meetings and conferences shall be approved by the district administrator of schools prior to attendance.

PROFESSIONALISM IN THE WORKPLACE		
Date Approved:	3/27/17	Date Revised:

Responsible Staff Relationships Guideline

Professionalism in the workplace is the practice of ensuring mutual respect and civility toward all members of the school or community. All employees are expected to conduct themselves in a manner that promotes productive communication, job satisfaction, productivity, and minimal absenteeism and turnover.

Employee Expected Behavior

Employees of the School District have the right and responsibility to:

- Expect that conflicts will be addressed respectfully
- Work in an environment free from harassment, abuse, or threatening behavior
- Communicate in a respectful manner (voice, volume, tone, free of profanity)
- Receive assistance in job performance and satisfaction
- Maintain confidential information
- Exercise due care to protect the emotional, mental, and physical health of others
- Recognize basic dignities of all individuals with whom they interact

Unprofessional Conduct

Unprofessional conduct in the workplace may include the following examples, by definition:

Discrimination: Unfair treatment based on bias, prejudice, inequity, intolerance, or favoritism

- Promotion based on friendship
- Any unequal treatment based on protected status

Harassment: Unwanted, offensive, and/or intrusive verbal or physical behavior that is perceived to be linked to a legally protected category (i.e. gender, ethnicity, disability)

- Displaying offensive pictures/objects
- Unwanted physical advances
- Arguing/confronting another staff member in front of students, staff, or community members

Bullying: A pattern of aggressive behavior toward someone weaker or more vulnerable

- Deliberate exclusion of others from group activities
- Spreading malicious rumors or gossip

Retaliation: Deliberate harm to another in response or revenge for a perceived harm

- Threatening to challenge a supervisor in the community for personal unsatisfactory performance evaluation
- Behavior or conduct that constitutes an act of reprisal, retaliation, or making false accusations against any student, stakeholder, or employee of the district.

Boundary Invasions: An act or omission by a school employee that has the potential to improperly impair the working relationship

- Unacceptable conduct that invades another's personal space, such as unwelcome touching, hugging, kissing, asking for dates, or intrusive questions about another's private life or body
- Conduct that gives the appearance of impropriety, such as communication of sexually explicit materials, banter, jokes, or innuendos of an inappropriate nature.

This list is not all-inclusive. It is the reasonable perception of the person who is being harassed or bullied, not the intent of the harasser or bully that determines the difference. See District Harassment Policy to follow a complaint process.

All interactions and relationships among staff members should recognize and guarantee freedom from discrimination and harassment. Birchwood prohibits discrimination and harassment based upon race, age, gender, color, religion, national origin, disability, or other protected states.

SECRETARY/RECEPTIONIST (ADMINISTRATIVE ASSISTANT) JOB DESCRIPTION			
Date Approved:	4/25/95	Date Revised:	4/27/2020

QUALIFICATIONS:

1. Possess a high school diploma or equivalent
2. Must be computer proficient
3. Must have strong communication skills, written and verbal
4. Must have ability to understand and carry out written and oral instructions
5. Must have the ability to operate office equipment
6. Ability to positively represent the school to the community

REPORTS TO: District Administrator and Principal

PERFORMANCE RESPONSIBILITIES:

1. Perform general office duties as assigned by principal and administrator including answering multi-line phones, transferring and screening calls, greeting the public and handling incoming and outgoing mail.
2. Monitor postage meter and refill as required.
3. Operate and troubleshoot office/staff machinery (copy, fax etc.) coordinating maintenance.
4. Professionally operate the school intercom (PA) system and update clocks.
5. Professionally represent the school and the District in interactions with parents, community, staff, and students.
6. Greet parents, students and staff in the main office and direct as appropriate providing guest badges, bus passes, admit slips, etc.
7. Primary contact in minor first aid and procedures.
8. Maintain student accident reports.
9. Perform other assignments as directed by the principal and administrator.
10. General filing.
11. Respect confidential information.
12. Collate and mail "Back to School" packets.
13. Appropriately maintain and secure confidential student records and inquiries.
14. Keep accurate information on students and grades.
15. Supervise students in the main office area and provide a calming area, as needed. Refer students to the principal and contact parents as necessary.
16. Maintain student immunization records and file appropriate reports.
17. Comply with applicable district, state, local and federal laws, rules and regulations.
18. Attend work regularly.
19. Independently answer routine questions and correspondence from parents, staff and students not requiring the supervisor's attention.
20. Follow and administer medical protocols for students and provide first aid to staff and students maintaining accurate log of distribution consistent with District policy(ies).

21. Complete a high volume of computer work, using District SIS computer programs, to input high volume of data with speed and accuracy, including confidential data, in an environment with constant interruptions.

22. Professionally answer doors. Use professional judgement on letting people in buildings.

SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT		
Date Approved:	3/18/91	Date Revised: /

Qualifications: All substitute teachers shall possess valid and legal certification if possible.

Salary:

1. Substitutes are paid by the Board of Education at the rate established by the Board.
2. Substitutes will be paid only for days actually taught.
3. After 20 consecutive school days a substitute teacher in any one classroom situation, the substitute will earn regular teacher salary in accord with the master agreement **APPENDIX A** at Step I, BA Level, without regular benefits.

TEACHER JOB DESCRIPTION			
Date Approved:	3/18/91	Date Revised:	4/24/95, 4/27/2020

QUALIFICATIONS:

1. Wisconsin certified to teach subject, grade level, or area of assignment.
2. Bachelor's Degree

REPORTS TO: Building principal or person designated by the board or superintendent.

JOB GOALS: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the times designated.
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
5. Encourages students to set and maintain standards of classroom behavior.
6. Guides the learning process toward the achievement of appropriate subject and grade level standards by establishing clear objectives for all lessons, units, and projects.
7. Uses a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

8. Implements instruction in regards to the district's philosophy of education and instructional goals and objectives.
9. Assess students regularly and provide progress reports required.
10. Refer students to district specialists, as appropriate, for additional academic, social, and/or emotional assistance or for the development of an individual education plan.
11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. Be responsible for pupils in their charge and for any and all pupils of the school.
12. Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation.
14. Meet with students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
15. Sets an example of conduct through proper preparation, use of time during class, adherence to work rules, and other school policies.
16. Completes all expectations as required by Educator Effectiveness.
17. Positively represent the school to the community.

TYPICAL PHYSICAL CHARACTERISTICS:

The Dictionary of Occupational Titles characterizes this job as a light position. Light work is defined as:

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. It requires moving about to a significant degree.

The Classification of Jobs further defines the physical factors as: Frequently, handling, talking, hearing and working with ear visual acuity; and occasional reaching, fingering, and working with far visual acuity.

EXTENDED LEAVE	
Date Approved: 6/27/94	Date Revised: 9/24/18, 5/20/19, 6/24/19, 9/30/19, 7/27/20

Request for leave by staff members may be approved or disapproved by the District Administrator.

Section 1: Leave may be granted according to the following criteria:

1. All requests must be made in writing.
2. A minimum of 30 days advance notice is required if possible. (It is preferable to have a longer notification, if possible)
3. If applicable, paid vacation must be used to cover a leave. If vacation leave does not apply, all paid personal days and switch time (if applicable) must be depleted before unpaid days are approved. For

unpaid days, the employee will have the option to pay for the cost of the substitute and all applicable

payroll taxes resulting in the no reduction in pay to the employee.

4. No more than two staff members may be on leave at one time, if possible.

5. A leave period will not exceed 5 consecutive days at one time.

6. Staff members requesting leave may request no more than 5 days for absences in any contracted year

(July 1-June 30). It is at the discretion of the District Administrator or her/his designee if the leave will be approved. Approval may be based on the number of days absent or the availability of a substitute teacher.

7. The building principal must authenticate the appropriateness of lesson plans during the time of the staff

member's absence to insure continuity of education. If, in the judgment of the building principal, education will not be sustained at a high standard or the timing is inopportune, the leave may be

denied. Approval may be based on the number of days absent or the availability of a substitute

teacher.

Section 2: State and Federal Family and Medical Leave Acts

The District is obligated to provide eligible employees with leave from work, and certain associated rights and mandated benefits, as provided under the following laws:

- The federal Family and Medical Leave Act (FMLA)
- The Wisconsin Family and Medical Leave Act (WFMLA)
- The Wisconsin Bone Marrow and Organ Donation Leave law

The FMLA and WFMLA offer leave entitlements to eligible employees related to the following circumstances:

- Leave for the employee's own serious health condition.
- Leave to care for certain individuals who have a serious health condition.
- Leave connected to the birth of a child, the adoption of a child, and certain foster placements.

The federal FMLA also provides for periods of leave and various related rights to eligible employees for the following:

- Certain qualifying exigencies that arise when an eligible employee's spouse, son, daughter, or parent is on covered active duty or has been notified of an impending call or order to covered active duty; and
- To care for a covered service member with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member.

Separate from the WFMLA and FMLA, state law also provides for work-related leave and certain related rights for eligible employees who serve as a bone marrow or organ donor.

A. **Notification of Benefits and Leave Rights:** Information concerning federal FMLA entitlements and employee obligations under the FMLA are posted in the office. Employees can also view this notice at: <http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>. See 29 U.S.C. § 2619(a); 29 C.F.R. § 825.300(a)(1).

B. Information concerning family and medical leave rights under the Wisconsin Family and Medical Leave Act is posted in the office. Employees can also view this notice at: https://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_7983_p.pdf.

C. Information concerning leave rights under the Wisconsin Bone Marrow and Organ Donation Leave law is posted in the office. Employees can also view this notice at: https://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_18114_p.pdf.

Section 5 - Instruction

ANIMALS IN SCHOOLS – VISITING & RESIDENTIAL ANIMALS/PETS			
Date Approved:	6/17/02	Date Revised:	8/19/2013, 8/26/19

The purpose of these guidelines is to provide information that will promote safety for instructors and students when animals are brought into the classroom. Many times, inadequate understanding of animal disease and behavior can lead to unnecessary risks for children, teachers, and animals alike.

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)

ANIMALS IN SCHOOLS

TEACHER REQUEST FOR PERMISSION FOR ANIMAL(S) ON SCHOOL GROUNDS

Name:

Date of request:

Building:

Teacher/Grade

Type of animal:

Breed of Animal:

Duration of visit:

1. All parent/guardian allergy forms have been returned concerning their child's allergies to animals.

YES NO

2. Do any students have known allergies to the animal you intend to have in your classroom?

YES NO

- Number of students who have allergies to animals or animal dander:
- Number of students who have asthma:

3. Did any parents/guardians express concern about having an animal in the classroom?

YES NO

4. Do any staff members have any known allergies to the animal you intend to bring into the classroom or have a compromised immune system?

YES NO

5. This animal is healthy? Include veterinarian report.

YES NO

6. Does your animal require immunizations? (If so, please attach a copy of recent immunizations.)

YES NO

- 7 I understand the importance of good hygiene and will require the students to wash their hands before and after touching the animal and before and after providing for the animal's care in any way. Students will not be allowed to clean animal waste. Individuals who have eczema, cuts, sores, or abrasions will be asked to cover the area, i.e. long sleeves, bandages, etc...

YES NO

- 8 If requesting long term visitation to the district, I have looked into and will follow the recommendations made by recognized animal agencies for the type of housing and diet that is required for this particular animal. (This information is available from most humane agencies and veterinarians.)

YES NO

9 I have read and understand the District's animal policy and will follow the procedures that are in place.

YES NO

10. Describe arrangements for the animal beyond the school day.

Nights:

Weekends:

Vacations:

NOTE: Classroom animals cannot be transported on school busses and custodians are not responsible for animal care or cleaning.

12. I agree that 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. Every incident must be reported to the school office staff as soon as possible after the incident.

YES NO

13. A copy of the curriculum that details how the animal will be integrated into the classroom setting has been submitted to the building principal

YES NO

14. I understand the risk of developing illness due to contact some animals. I understand that transmission is from both direct and indirect contact of the animal. Cleaning cages, aquariums, etc. of animals may be done in the sink, but must be cleaned with soap and water and then disinfected with absolutely no debris flushing down the sink. I am required to wear all applicable and appropriate personal protective equipment when performing these tasks.

YES NO

15. Describe the animal's diet:

I agree to follow, and direct the children I teach to follow, the District policy and procedures regarding animals in school. I understand that the District and I are responsible for the safety and welfare of the children and staff, and also for the humane treatment and welfare of the animals we have at the school.

Signature: _____ Date: _____

Principal approval section:

_____ **APPROVED**

_____ **NOT APPROVED**

Principal has consulted with the health office staff one week prior to final approval in regard to all student allergies concerns within the building.

Principal's Signature: _____ Date: _____

Recommendations/ Comments:

ANIMALS IN SCHOOLS
STUDENT VERIFICATION FOR ANIMALS IN THE CLASSROOM FORM

The health, safety, and welfare of each student are of the utmost importance to the District. Thus, this form, completed by a parent/guardian, must be on file for each student before an animal may be brought into their classroom. If the health status of your child changes during the year, notify your child's teacher.

Parents/ guardians should also report any known allergies/asthma to the school health office staff for your child's protection. Your cooperation is appreciated.

Student's Name:

Date:

Teacher's Name: _____ Grade: _____ Room Number: _____

DOES YOUR CHILD...

1. Have any known allergies? **YES** **NO**

If yes, please explain:

2. Have asthma? **YES** **NO**

If yes, please explain:

3. Take medication for allergies or asthma? **YES** **NO**

If yes, please explain:

4. Have a known allergy to a specific animal? **YES** **NO**

If yes, please explain:

5. Have or ever had a severe allergic reaction? **YES** **NO**

If yes, please explain:

6. Have a fear of animals? **YES** **NO**

If yes, please explain:

Do you give permission for your child to occasionally hold or help care for a classroom animal?

YES **NO**

If no, please explain:

Additional Comments:

Parent/Guardian Signature: _____ Date: _____

STAFF VERIFICATION FOR ANIMALS IN THE CLASSROOM FORM

The health, safety, and welfare of each staff member is important so this completed form must be on file for each staff member annually before an animal may be brought into a classroom or area that is in close contact to you. For your protection, should your health status change during the year, please notify the principal. Staff should also report any known allergies/asthma to the school health office staff. Your cooperation is appreciated.

Name:

Position:

Building:

DO YOU...

1. Have any known allergies? **YES** **NO**

If yes, please explain:

2. Have asthma? **YES** **NO**

If yes, please explain:

3. Take medication for allergies or asthma? **YES** **NO**

If yes, please explain:

4. Have a known allergy to a specific animal? **YES** **NO**

If yes, please explain:

5. Have or ever had a severe allergic reaction? **YES** **NO**

If yes, please explain:

6. Are you apprehensive or afraid of animals? **YES** **NO**

If yes, please explain:

Additional Comments:

Staff Signature: _____ Date: _____

AT-RISK POLICY		
Date Approved: 2/20/95		Date Revised: 10/22/18

The Board of Education shall establish programs to serve children in the District who are identified as "children at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children at-risk" students as defined below:

Students who are at-risk of not graduating high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained
- B. two (2) or more years behind their age group in basic skill level (math and reading)
- C. habitually truant
- D. teen parents
- E. adjudicated delinquents, and
- F. eighth grade students whose score in each area of the student assessment was below basic level of failing and eighth grade students that were not promoted to ninth grade

The District shall identify all children at-risk enrolled in the District and assure that a plan is developed for each such student that describes how the District will meet each student's needs. All programs and services developed for "children at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

The student concern teams are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed.

The school district uses a Response to Instruction (RtI) Model that is designed as a continuum for Literacy, Mathematics, and Behavior. RtI is defined as a systemic process for achieving high levels of academic and behavioral success for all students through:

- A. multi-level, high quality instructional approached for general, at-risk, advanced learners, and special education student needs;
- B. a balanced assessment system;
- C. collaborative practices.

The school district employees will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of course or subject area s/he is enrolled through systemic practices of RtI. Student capabilities will be identified for RtI using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction's recommendations.

School district employees will maintain an RtI Continuum and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

Parent involvement will be actively solicited to improve student success. Community service agencies' participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration.

CAREER AND TECHNICAL EDUCATION PROGRAM			
Date Approved:	8/7/95	Date Revised:	11/26/18

The mission of career and technical education is to provide an opportunity for students to develop knowledge needed for success in employment, to build foundations for further education, and to acquire independent living skills.

The District's curriculum will provide every student with the opportunity to participate in learning experiences, to explore potential careers and, when appropriate, acquire the occupational skills necessary for the transition from school to the world of work.

For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:

- A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide, a career and technical education program which shall include:

- A. Industrial-Technical Education;
- B. Family and Consumer Education;
- C. Business Education;
- D. Marketing Education;
- E. Career Planning.

The Board directs that any efforts to recruit students to participate in a particular career and technical education program must include literature and comparable recruitment efforts for students with disabilities in a format and context in which they can communicate.

The career and technical education program may also include:

- A. a shared-time program outside of school;
- B. a work-study program involving the employment of qualified students.

The programs are available to students without regard to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including

transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”). The District Administrator is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided assurance of non-discrimination based on the Protected Classes prior to the time the students are selected and/or assigned.

Legal

118.01(2)(b), 118.15(1)(b), Wis. Stats.

P.I. 8.01(2)(k)(2b), 8.01(2)(l), PI 26 Wis. Adm. Code

CHALLENGED MATERIALS			
Date Approved:	3/7/94	Date Revised:	9/30/19

Censorship of books or other materials shall be challenged in order to maintain the school’s responsibility to provide information and enlightenment from all points of view. Accordingly, the Board adopts the following policy when dealing with censorship of books or other materials. Often a discussion with the challenger(s) and the teacher will clarify the situation and an understanding or agreement about the materials will be reached. If the teacher/challenger(s) do not find clarity, that person may register their concerns with the principal of the school.

(1) All concerns shall be presented in writing on a printed form that is available below. A complainant who does not complete and return the form shall receive no consideration. The statement shall include the following information:

- (a) Author, compiler, or editor;
- (b) Publisher;
- (c) Title;
- (d) Reason for objection;
- (e) Page number of each item challenged; and,
- (f) Signature, address and telephone number of person making criticism.

(2) These procedures shall be followed for school level appeals:

- (a) A committee of teachers, instructional media specialist, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials and to make recommendations of any changes.
- (b) Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
- (c) Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.
- (d) The complainant shall be informed in writing concerning the committee’s recommendations.

(3) These procedures shall be appropriate for District level appeals and shall be followed when the complainant disagrees with the decision rendered from the school-level appeal. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Instructional Media Specialist as being responsible for the organization of this review committee. The

committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days.

(a) The following shall serve as a review committee for the school:

(ii) Media specialist;

(ii) Principal;

(iii) Three (3) staff members;

And,

(iv) Two (2) parents.

(c) The committee's review shall be treated objectively, unemotionally, and in a business-like manner and shall be conducted in the best interests of the student, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

(d) The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

(4) A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and District-level committees and shall render the final decision on the complainant's concern.

CHALLENGED MATERIALS

BIRCHWOOD SCHOOL DISTRICT

Challenger's Name _____ Date _____

Telephone _____

Address _____

Challenged Material (Author, compiler or editor) _____

Publisher _____

Title _____

Have you read the entire piece? _____

If not, what parts have you read? _____

Page number of each item challenged _____

Where used (Grade level, Course) _____

Complaint represents: Self _____ Group (Identify Group) _____

Reason for objection (Please be specific as to pages, passages) _____

Action you would like taken:

_____ Do not assign or lend it to my child.

_____ Request that it be sent to a review committee for evaluation.

_____ Challenger

_____ Date

COPYRIGHT - PRINTING AND DUPLICATING			
Date Approved:	1/04	Date Revised:	8/26/19

The Birchwood School District must adhere to the requirements of the U.S. Copyright Law (Title 17, United States Code, Section 101, et. seq.). It is the intention of the School Board that all copyright laws be observed in the District. It is also the intention of the Board to inform teachers and students of related copyright guidelines and to promote adherence to them. Staff members and students are also expected to actively seek guidance and direction from a library media specialist or an administrator in the event of any uncertainty regarding the appropriate and lawful use of copyrighted materials.

It is the responsibility of course instructors to be familiar with copyright laws and to instruct students in responsible use of images, audio and print materials. The District shall assume no liability for infringement of copyright by individual employees and others using school equipment in violation of this policy. Specifically, no person shall unlawfully duplicate, reproduce, distribute, or display copyrighted materials in connection with any District-sponsored activity, on District property, or using District equipment or technology resources regardless of medium. Possible violations of copyright laws occurring within the District shall be brought to the attention of the library media specialist or an administrator.

Copyrighted materials or media may be used or copied only when such use or copying constitutes a "fair use" as defined by law, or with the prior written permission of the copyright holder. Four factors shall be considered in determining whether or not a particular use is fair under the federal copyright law:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

Notices of copyright restrictions shall be placed on and/or near photocopiers. They shall also be posted on the District web pages, along with links to other resources regarding use of copyrighted works.

Copyright violations can lead not only to District-imposed consequences which may include but are not limited to discipline, loss of equipment, and/or loss of facility use. Legal consequences may also apply. To the extent consistent with applicable law, a person who commits copyright infringement while using District equipment may incur individual and personal liability for their actions.

Legal
943.70
Title 17 U.S.C.
Digital Millennium Copyright Act

CURRICULUM DEVELOPMENT AND IMPROVEMENT	
Date Approved: 7/24/17	Date Revised: 2/25/19

The major objective of curriculum development is to improve Birchwood School District's educational offerings and its instructional activities and practices in order to increase student engagement in the learning process and improve student achievement. The School Board will provide the resources to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be in line with the state's educational standards, goals and expectations; other applicable legal requirements; and the local goals and standards established by the Board and/or the administration.

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the District Administrator and the Principal.

Curriculum and instructional program development should be a participatory process within the District.

- Communication and coordination among grade level and subject area teachers should be emphasized on a PK-12 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and interdisciplinary work teams.
- The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
- The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
- Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
- The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.

The District Administrator, or an appropriately licensed designee, shall develop and implement a District curriculum plan to structure the curriculum development, evaluation, and improvement process.

The board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the administration shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas. Within the programs and among the various courses and areas of study that have been approved by the Board, the District Administrator and Principal may also decide; without obtaining Board approval, whether a particular course, class, or curricular activity will be offered in a given semester term, or school year.

Instructional personnel are responsible for providing student instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum guide(s), and such other directives or expectations as may be established by the administrator. In most cases, these general boundaries are expected to leave instructional staff with reasonable professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The District Administrator, or an appropriately licensed designee, shall establish, continuously monitor, and revise as necessary (e.g. due to newly issued standards or due to targeting a specific area for improvement) a schedule for conducting periodic program evaluations in each area of study. After

reviewing the results of such periodic evaluations, the District Administration shall provide the Board with any reports and recommendations for possible Board action that he/she deems necessary or prudent.

Parents may request that their child not participate in instruction in Human Growth and Development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease, and the proper care of the body).

Legal Reference:

Wisconsin Statutes

Section 118.01 [state educational goals and expectations]

Section 118.015 [development of a comprehensive reading curriculum]

Section 118.019 [human growth and development instruction]

Section 118.30 (1g)(a)1 [board adoption of academic standards]

Section 120.12(14) [school board duty to determine school course of study]

Section 120.13 [school board broad power to do all things reasonable for cause of education]

Section 121.02 [school district standards; generally]

Section 121.02(1)(k)[school district standards; curriculum plans]

Section 121.02(1)(L) [school district standards; required instruction]

Wisconsin Administrative Code

PI 8 [school district standards, generally]

PI 8.01 (2)(k) [curriculum plan requirements for districts]

ENGLISH LANGUAGE LEARNERS		
Date Approved:	9/25/17	Date Revised:

The Birchwood Board of Education recognizes that there may be students whose primary language is not English residing in our district. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular instructional modifications, the assessments of the ELL students academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such a manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case by case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the students academic knowledge and skills. Any ELL student exempted from taking a state required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both state required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for graduation or eligibility for post-secondary education opportunities.

ELL students will no longer be considered limited English proficient when they have the language skills necessary to compete with mainstream English speakers. The District administrator shall establish administrative guidelines that provide the following:

- A. Standards for reclassification/exit decisions;
- B. Process for monitoring and maintaining documentation on the exiting student for two years;
- C. Access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;
- D. Opportunity for the parents to participate in each entry, exit and reentry decision;
- E. Opportunity for the parents to appeal the exit or re-entry decision.

Annually on or before August 15, the school district providing a program under this subchapter shall report to the Department of Public Instruction:

- (1) The number of pupils, including both LEP pupils and other pupils, instructed the previous school year in the bilingual-bicultural education programs. The pupils shall be identified by language group, grade level, age, and English language proficiency level;
- (2) An itemized statement on oath of all disbursements on account of the bilingual-bicultural education program operated during the previous school year and a copy of the estimated budget for that program for the current school year;
- (3) The number of pupils served in the bilingual-bicultural education program for each language group in the school district in which such programs are offered;
- (4) The number of pupils in the school district and language group who as a result of participation in a bilingual-bicultural education program improved their English language ability to such an extent that the program is no longer necessary for such pupils.

State Statutes P.I. 13 Wis Admin code 118.13, 118.30(2), 115

GIFTED & TALENTED PROGRAMS	
Date Approved: 8/16/93	Date Revised: 1/13/95, 9/24/18

The District shall strive to offer each student experiences appropriate to his individual needs, interests and capabilities. The school district board shall establish a plan and designate a person to coordinate the gifted and talented program.

Gifted and talented programs shall be established which provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. "Gifted and talented students" shall include those students who excel or have the potential to excel in one or more of the following areas: intellectual, academic, creative, artistic, visual and performing arts, and leadership. Students shall be identified as gifted and talented in accordance with state law and established procedures.

The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35 (3) and 121.02 (1) (t), Stats. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats.

Parental involvement will be encouraged.

Gifted and talented pupils shall be identified as required in s. 118.35 (1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35 (1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35 (3) and 121.02 (1) (t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

PI 8.01 Note **Note:** A Gifted and Talented Resource Guide is available at <https://dpi.wi.gov/gifted>.

Legal Reference: Sections 118.35 Wisconsin Statutes 121.03(1) (t) PI 8.01(2) (T), Wisconsin Administrative Code

GRADING POLICY			
Date Approved:	1/21/92	Date Revised:	3/23/20

Grading systems shall be designed to report to parents the progress of their children. The system used shall report the student's achievement. A specific grading system shall be developed by each building principal.

The School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, national origin, ancestry, creed, color, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This does not, however, prohibit the use of special testing materials or techniques to meet the individualized needs of students.

WI Academic Excellence Scholarship

The School District shall annually designate academic scholars as specified by State Statutes for purposes of the Wisconsin Academic Excellence Higher Education Scholarship. The scholars shall be the seniors with the highest grade point average (GPA) and shall not include high school courses taken while in middle school. The scholars shall be named in accordance with the timelines required by law. Presently, the law requires determination to be made by February 15th of each year. Therefore, the final valedictorian and salutatorian may not necessarily be the same students who receive Academic Excellence awards.

In order for a student to be eligible to compete for the scholarship, the student must have been in attendance at the District high school for at least three full semesters and have completed sufficient credits to equal 6 semesters of high school to have acquired senior status.

Grading – The cumulative grade point average is based on a 4.0 grading scale. Grades from study abroad, and alternative or home schools, are graded on a Pass/Fail basis. Pass/Fail courses impact the grade point average according to the following:

- A. A "P" has no impact on the grade point average, though credit is earned.
- B. A "F" is included in the calculation of the grade point average, with no credit being earned.
- C. With the exception of Pass/Fail courses, all courses are included in the calculation of the grade point average.

IV. Tie Breakers – The following tie breaking process shall be put into place in situations where two or more students have earned the same grade point average:

A. Intent to attend a Wisconsin institution of higher education. (Students will be asked to indicate their intent in writing.)

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.

- a. Number of credits earned in four (5) core subjects. (For Class of 2019 this tie breaker becomes c.)
- b. Total Grade Points earned for Youth Options classes (e.g. TGP = Credits X Grade Points) (For Class of 2019 this tie breaker becomes b.)
- c. Student with most credits earned.
- d. ACT Composite – Highest composite score from results that have been received by the District.
- e. ACT Academic Scores – Highest sum of all core subject scores (Reading+Language+Science+Math+Writing) from any scores received by District.
- f. Coin flip if all of above are equal.

Wisconsin Technical Excellence Higher Education Scholarship

The School District shall annually designate Wisconsin Technical Excellence Higher Education Scholarships to high school seniors based on the students' demonstrated level of proficiency in technical education subjects. Each scholarship recipient will be entitled to receive up to \$2,250 per academic year for up to three years of full-time study at any participating Wisconsin technical college.

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined by this policy and accompanying Administrative Guideline, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in the Administrative Guideline. A student who receives a Technical Excellence Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

The District's designation of its scholar(s) and alternates is not a final determination that the student has met, or will meet, all applicable requirements for receipt of the scholarship funds. If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the Wisconsin Higher Educational Aids Board (HEAB) may award the District's scholarship to a designated alternate recipient.

The District shall identify its Technical Excellence Scholarship designee(s) and alternate(s) using the following procedures:

- A. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting a letter of interest.
- B. Members of the District's high school staff shall verify that each student who has submitted a timely declaration of interest meets the mandatory scholarship eligibility requirements that are to be verified at the school level. In addition to any such requirements established by the scholarship program's authorizing statute, the following requirements also apply:

The minimum scholarship eligibility requirements established by the HEAB related to:

- (1) a student's demonstration of his/her academic and career interest/planning connected to one or more areas of technical education; and
- (2) a student's documented fulfillment of one or more of the specific qualifying activities related to technical education (as identified by the HEAB).

A work team comprised of at least one high school administrator and at least one high school counselor or CTE teacher shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including applying tie-breaking procedures to the extent necessary.

Tie breaking procedures: If the work team assigned to designate and rank scholars and alternates determines that two or more relevant students remain tied, the work team shall apply the following tie-breaking procedures:

- 1. First tie-breaker: The total number of technical college credits earned while the student has been in high school.
- 2. Second tie-breaker: The students' cumulative high school grade point average (to the tenths).. (If a charter school student is considered for this scholarship, skip this step and move to third tie-breaker.)
- 3. Third tie-breaker: Each student's highest American College Test (ACT test) score, if an ACT score is available for all of the students who remain tied.
- 4. Fourth tie-breaker: The student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded.
- 5. Fifth tie-breaker: Coin flip if all of above are equal.

The Superintendent or designee shall be responsible for ensuring that the District timely designates and notifies the HEAB of the District's scholars and alternates.

When choosing a recipient, a school-based team will compare the amount of criteria the students met, and the student with the most time/criteria met will be selected for the award.

All students in the traditional school, charter school, and virtual school are eligible for this scholarship.

If 80 students are enrolled in the school district, the district will choose one recipient for each scholarship. If the district is under 80 students, the students will be nominated by district staff members to compete for 1 of 10 statewide scholarships.

Legal Reference: Section 118.13 Wisconsin Statutes, PI 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures Board Policy, Teacher Handbook

Legal reference:

Section 39.41, Wis. Stats.

HEA 9, Wis. Adm. Code

Technical Excellence Scholarship (TES) Award:

GIFTED & TALENTED PROGRAMS			
Date Approved:	8/16/93	Date Revised:	1/13/95

The District shall strive to offer each student experiences appropriate to his individual needs, interests and capabilities.

Gifted and talented programs shall be established which provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his ability. "Gifted and talented students" shall include those students who excel or have the potential to excel in one or more of the following areas: intellectual, academic, creative, artistic and leadership. Students shall be identified as gifted and talented in accordance with state law and established procedures.

Parental involvement will be a part of the Gifted and Talented Program.

Legal Reference: Sections 118.35 Wisconsin Statutes 121.03(1) (t) PI 8.01(2) (T), Wisconsin Administrative Code

Cross Reference: Gifted and Talented Program Plan

The school district shall not discriminate Gifted and Talented students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

From the Table:

The regulations regarding gifted and talented programs found in PI 8.01(2)(t) of the state administrative code currently require school boards to establish a plan and designate a person to coordinate the gifted and talented program. Based on your cross reference to a "plan," you are in compliance with this requirement. Consider adding a statement to the policy that identifies the title of the position responsible for coordination of the program.

Clarify the statement about identification of students. Identification procedures are not governed by state law. DPI does provide guidance on identification of students that currently uses a RtI framework to create “student profiles” based on multiple sources gathered over time. If your district is implementing a local RtI framework, you may want to clarify how it relates to this program and the identification process in this policy or in the districts plan.

Also, review your plan to insure opportunities are provided for parental participation in both the identification of students and resultant programming.

GUIDANCE PROGRAM		
Date Approved:	Date Revised:	9/30/19

The School District shall maintain a guidance and counseling program which will serve all students and help them with emotional, educational, career, civic, and social development. The Wisconsin Comprehensive School Counseling Model (WCSCM) shall be incorporated into the program. The program shall be developmental in nature. Its success shall not be attributed to any one person.

The Principal and Guidance Counselor shall be responsible for the screening of all new students, the maintenance of student records, and student scheduling. Academic and career planning shall be available to students in grades 6-12. The district is authorized, but not required, to incorporate planning into decisions about course options requests.

The guidance program shall be evaluated periodically.

The School District shall not discriminate in the methods, practices and materials used for counseling, evaluating and testing students on the basis of sex, race, national origin, ancestry, creed, color, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal Reference: Sections 118.13 Wisconsin Statutes, 121.02(1)(g), 115.28(59), Pl 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures, Board Policy, Teacher Handbook

HOLIDAYS ASSOCIATED WITH RELIGION		
Date Approved:	4/26/93	Date Revised:

The Birchwood School District is committed to an integrated multicultural curriculum. Holidays associated with religion sometimes have cultural significance. The cultural expressions about holidays associated with religion may be taught in the classroom as part of an integrated multicultural curriculum. The classroom teacher shall determine, within the normal process of the District, whether and how to help students learn about holidays associated with religion. The curriculum and related activities shall be inclusive of all students.

Any school activity that relates to holidays associated with religion shall have a secular educational purpose, shall not advance or inhibit religion, shall avoid excessive entanglement with religion, and shall not violate the Wisconsin Constitution’s prohibition of religious or sectarian instruction.

GUIDELINES:

The Birchwood School District population includes students from many religious belief systems, as well as students who do not believe in religion. The District respects the right of parents to educate their children in spiritual and religious matters, including the interpretation of the spiritual significance of religious holidays is the responsibility of families and religious institutions.

Teachers may choose to teach or not to teach about holidays associated with religious traditions. These guidelines will assist teachers who choose to teach about these traditions by appropriately balancing this teaching with the District's commitment to provide an inclusive environment where diversity is acknowledged and appreciated.

Child initiated activities: Classrooms should reflect a climate where cultural, religious and non-religious differences are respected and self expression is encouraged. All children should feel that their traditions will be respected and valued. All students can participate in sharing activities and learn from one another regardless of their religious or non-religious beliefs and traditions.

Opportunities for self expression will promote positive self esteem and enhance a sense of belonging. Children can express their interest in a variety of ways through themes for art work and writing projects, as well as literature and music selections.

Teacher initiated activities: Teachers shall make the decision whether or not to teach about holidays associated with religious traditions as part of their overall curriculum. In choosing holiday activities designed to foster appreciation of diversity, teachers should assume diversity exists among their students and consider the social, emotional and cognitive development of their students. If any chosen holiday has religious significance for some, care should be taken that the activities does not require students to celebrate the holiday, express assent to a particular belief system, or participate in ceremonies traditionally performed in faith communities.

Teachers will avoid emphasis on information or activities related to any one religious tradition. Information and activities, classroom decorations or displays will reflect a balance of cultural diversity.

Information or activities that are provided by the teacher and are related to a holiday associated with religion should:

1. Be within the context of the curriculum;
2. Have a secular educational purpose;
3. Adhere to the principles of multicultural education;
4. Shall not advance or inhibit religion; and
5. Shall avoid excessive entanglement with religion.

The perspectives of those who do not believe in religion and do not have holidays need to be considered and introduced where developmentally appropriate for the students involved.

Music: Much of the inspiration for the world's greatest artists and composers had its basis in religion. The appreciation of the study of their works does not imply or require acceptance of the composer's religious beliefs. Music teachers are expected to seek a balance of musical selections from different cultures and provide instruction in music that can be appreciated by a diverse community.

Activities, such as singing holiday songs, should be presented in an educational context, including information on the history and cultural traditions associated with the songs. Activities should be developed based on the assumption of cultural pluralism rather than on the assumption that all share similar religious beliefs or have similar knowledge or cultural traditions.

The opportunity for student performance is an important part of our music curriculum. Some of these opportunities will be at functions primarily inspired by holidays, i.e., winter parties or singing in the malls. The teacher must apply these Guidelines in terms of incisiveness, lack of excessive attention, dignity, and educational context. Though these performances are acceptable, they should be balanced with performances for purely secular activities. Student participation in performances inspired by holidays associated with religion must be optional.

INSTRUCTIONAL MATERIALS SELECTION AND ACCESS			
Date Approved:	1/21/92	Date Revised:	9/30/19

The Board is legally responsible for all matters relating to the operation of the School District. The responsibility for the selection of instructional materials, however, is delegated to the professionally trained certified personnel of the district.

Selection of materials may involve instructional media specialists, teachers, students, administrators, and community persons.

Specific selection procedures shall be developed for use in the district.

As a result of receiving federal funds, the School District of Birchwood allows parents, upon request, to inspect any instructional material used as part of the educational curriculum for a student. Access does not include academic tests or academic assessments.

Access rights to instructional materials may be limited or expanded by state statute. In granting access to instructional materials, federal copyright laws shall be followed regarding any duplication.

Initial parental requests should be verbally made to the teacher who teaches the curriculum for which access is being sought. The teacher may require written request for such access in order to clarify such request(s).

Access shall be granted in a reasonable time frame and in a manner that does not disturb the educational program. Any disputes shall be referred to the Superintendent.

The School District shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, religion, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Legal References: Wisconsin Statutes 118.12, 118.13, 120.13(5), 121.02(1)(h), PI 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Non-Discrimination Complaint Procedure, Board Policy, Teacher Handbook

INSTRUCTIONAL MATERIALS SELECTION			
Date Approved:	1/21/92	Date Revised:	9/30/19

The Board is legally responsible for all matters relating to the operation of the School District. The responsibility for the selection of instructional materials, however, is delegated to the professionally trained certified personnel of the district.

Selection of materials may involve the instructional media specialists, principals, teachers, students, administrators, and community persons.

WI State Statute 121.02 (h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

1. Evaluation of the existing collection

2. Use of reputable, unbiased selection aids
 3. Personal evaluation of non-print media by a professional staff member
 4. Advice and evaluation from the faculty
 5. Cultural Pluralism: access "to a current, well-balanced collection of books, basic reference materials, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society"
- Materials should foster respect for, and help students gain an awareness of the many contributions made by the various groups which make up our pluralistic society. The materials should present inter-group tension and conflict objectively, placing emphasis on resolving social and economic problems.
6. Whole vs. Part: Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article which may be offensive.
 7. Treatment of controversial issues: Materials on controversial issues should be selected to represent the fullest possible range of contrasting points of view, to provide a balanced collection of materials on such subjects.
 8. Treatment of religion: Materials about religion should be chosen to explain, not to indoctrinate.
 9. Treatment of profanity, sex, and violence: the use of profanity, sexual incidents, or violence in a literary work should not automatically disqualify such material. The decision should be made on the basis of the work's general literary value, rather than on some isolated parts, and on whether it deals with situations realistically, presenting life in its true proportions.
 10. Treatment of human development: materials on human physiology, physical maturation, or personal hygiene should be accurate and objective.

Although the Board recognizes that any item may offend some patrons, selection of materials on controversial topics will not be made on the basis of any anticipated approval or disapproval, but rather, on the merits of the material and its value to the collection and to patrons.

Selection is an ongoing process which should include the removal of materials no longer appropriate or accurate and the replacement of lost and worn materials still of educational value.

The School District shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, color, religion, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Legal References: Wisconsin Statutes 118.12, 118.13, 120.13(5), 121.02(1)(h), PI 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Non-Discrimination Complaint Procedure, Board Policy, Teacher Handbook

INTERLIBRARY LOAN			
Date Approved:	1/04	Date Revised:	9/30/19

The District's library media center will participate in reciprocal resource sharing with other school and public libraries through interlibrary loan. Resource sharing is defined as lending school library media center materials for a specified period of time in response to a request that is submitted by another library, which may in turn loan the materials for use by a staff member, student, or other patrons. The purpose of resource sharing is to obtain access to materials not available in one's local library media center. Interlibrary loan activities are not intended as a replacement for library media center collection development.

The library media specialist has discretion as to whether a particular library resource should or should not be loaned when it is requested through interlibrary loan. In general, library media centers should not loan the following:

- books in current and recurring demand, such as books which have holds or waiting lists at the library media center;
- reference and resource materials not ordinarily circulated outside of the library media center to students or patrons;
- instructional materials that are stored or maintained in the library media center, but that are not ordinarily circulated to students or patrons;
- library materials that are used for instruction with groups or classes in the District;
- non-print materials.

District equipment and supplies, including technology resources, are not available for sharing through the interlibrary loan process.

When the District sends materials to another library, the borrowing library is expected to return the materials by the agreed upon due date. In addition, the borrowing library is responsible for the costs of repairing or replacing any lost or damaged items, and for paying all shipping costs unless the District and the borrowing library have reciprocally agreed (for all of their mutual transactions) that the sender shall pay the shipping costs in each direction. Incidents of late, damaged, or lost items that are not promptly and reasonably resolved by the borrowing library shall be taken into consideration in regard to any future lending requests by that same library.

When a District library requests and receives materials from another library, any student or teacher who borrows such materials is personally responsible for the loss, damage, or late return of the materials in accordance with applicable District rules and procedures and any additional restrictions imposed by the lending library. Loan requests to other libraries should go through Library Media Center personnel, Birchwood Blue Hills Charter School Advisors and staff designated by LMC personnel. The individual making the request is responsible for the return of items to the lending library.

Whether sending or receiving materials, Board members, District employees and agents shall abide by federal copyright law and regulations in connection with interlibrary loan activities, including but not limited to the limitation that District staff shall neither make, distribute, nor request unlawful copies of copyrighted works.

Legal: [43.72](#), [120.12\(1\)](#), [121.02\(1\)\(h\)](#); Wisconsin Administrative Code [PI 8.01\(2\)\(h\)](#); Federal Laws: [Enhancing Education through Technology Act of 2001](#)

EDUCATIONAL OPTIONS	
Date Approved: 6/18/01	Date Revised: 6/21/04, 8/27/18

The School District of Birchwood shall administer the Educational Options Program in accordance with state law and regulations. Educational Options is defined as an approved educational activity whereby a student attends class though either a two-year or four-year post secondary institution while enrolled in high school.

Specific options and rules exist for courses offered through:

1. Early College Credit Program (ECCP)

2. Technical College: “Start College Now” program
3. Part-Time Open Enrollment
4. Distance Learning
5. Internet Courses
6. High School Equivalent Degree (HSED)

1. Early College Credit Program (ECCP):

High school students who meet the eligibility requirements defined in applicable statutes, regulations, and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more courses at an institution of higher education through the Early College Credit Program.

I. The Guidance Counselor or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the Early College Credit Program; and (2) determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

II. The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

- A. Whether a student meets the minimum eligibility criteria established in state law;
- B. Whether a proposed course is comparable to a course already offered in the District;
- C. Whether the proposed course and any resulting credit meets any of the District’s high school graduation requirements; and
- D. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course, and, if so, the amount of high school credit.

III. Initial Applications and Notices Students Are Required to Submit

Students interested in enrolling in an institution of higher education (IHE) for the purpose of taking one or more nonsectarian courses under the Early College Credit Program must do all of the following to start the application process:

- A. Submit a timely and complete application directly to the applicable IHE in the semester prior to the semester or session in which the course is scheduled to begin. The student must adhere to all application deadlines and other related requirements established by the IHE; and
- B. Submit a timely and complete written notice to the District that identifies the student’s intent to take one or more courses under the Early College Credit Program. A separate notification form must be completed and processed for each IHE semester/session in which a student intends to take a course.
 1. The initial notification form must be submitted to the District by March 1 if the student intends to enroll at the IHE in the subsequent fall semester, by October 1 if the student intends to enroll in the subsequent spring semester, and by March 1 if the student intends to enroll in the subsequent summer semester/summer session.
 2. In addition to any other information required on the form, the initial notice must identify the name of the IHE the student plans to attend, the titles of the course(s) in which the student intends to enroll, the number of postsecondary credits of each course, and whether the student will be taking the course(s) for high school credit, postsecondary credit, or both.

IV. Responsibility for Costs; Limitations on District Payments

To the extent required by state law and as applicable to each course that a student takes under the Early College Credit Program, the District shall pay the appropriate tuition amount to the IHE and such other costs (if any) as may be specified by law. The student or the student’s parent or guardian shall pay the

amounts (if any) specified as the student's responsibility for each course under state law and District's policy.

The following also apply:

A. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course is responsible for paying the tuition and fees for the course.

B. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction. If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making such 25% payments to the District:

1. The student or his/her parent or guardian may make payment for such courses via a personal check or a bank (cashiers) check, made payable to the Birchwood School District. Payments attempted in other forms, including in U.S. currency, are not acceptable and will be refused or returned to the payor. If a check is returned as non-payable due to insufficient funds, a stop-payment order, or any other reason, any related fee(s) charged to the District by a financial institution will be added to the amount due.
2. Payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with an invoice of the specific amount due. If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District will refund the appropriate amount to the student or his/her parent or guardian.
3. Any past-due payments for a share of course tuition that are owed by a student may result in the denial of certain school-related privileges in the same manner that applies to other past-due school fees and charges.

C. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the technical college course program (section 38.12(14) of the state statutes) or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program count toward this credit limit.

D. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program.

E. In order for a student to avoid a payment obligation (where applicable) for a course taken through the Early College Credit Program, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's deadline for doing so such that the IHE will not charge the District any tuition for the course.

F. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs.

V. Satisfaction of Graduation Requirements; Awarding High School Credit for College Courses; and Course Comparability Determinations

Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, the satisfaction of high school graduation requirements, and/or the determination of whether a course offered by an IHE is comparable to a course offered in the District, or the adoption of other specific local standards for making such determinations within the Early College Credit Program, the District shall

apply the mandatory and discretionary standards found in PI 40.07 of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.

B. If a student who intends to take a course through the Early College Credit Program disagrees with a District decision regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded for a course (if any), the student may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the decision.

2. Technical College Course Program ("Start College Now" Program)

High school students in the 11th grade or 12th grade who meet the eligibility requirements defined in applicable statutes, regulations, and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more courses at a technical college through the technical college course program.

I. The Guidance Counselor or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related for the technical college course program; and (2) except for refusal of permission to take a course that is based on an undue financial burden, determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

A. The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria established in state law;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course; and
4. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.

B. While the District may refuse to allow a student with a disability to attend a technical college through the technical college course program if the costs related to any special services required for the student would impose an undue financial burden on District, the determination of an undue financial burden shall be made by the district administrators.

II. Responsibility for Costs; Limitations on District Payments

To the extent required by state law, the District shall pay the costs associated with students' enrollment in a technical college under this policy if the course is taken for high school credit and the course is not comparable to a course offered in the District. Limitations on the District's responsibility for payment include the following:

A. The District shall pay only such tuition, fees, and course materials costs as are required by law. If the District is required to pay the technical college for the cost of a book or similar resource that is not a one-time use item, the student shall be required to return the resource(s) to the District upon completion of the course.

B. The District shall pay for no more than the equivalent of a combined total of 18 post-secondary semester credits per student for any courses that are taken through the technical college course program or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program count toward this credit limit.

C. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the tuition, fees, and other costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program.

D. Unless otherwise required by law, the District is not responsible for providing transportation to technical college courses taken under this policy or paying for transportation-related costs.

III. Good Academic Standing

Solely for purposes of determining a student's eligibility to enroll in a course at a technical college under this policy, "good academic standing" in the District means the student must not have a failing grade or any unexcused absences in the semester immediately prior to applying to take a technical college course; and the student has not been identified as a habitual truant during his/her high school career; and the student is making satisfactory progress toward graduation.

IV. Course Comparability

For purposes of determining whether a course that a student wishes to take through the technical college course program is comparable to a course offered by the District, and pending the development of any new state regulations applicable to the technical college course program or the adoption of other specific local standards for determining course comparability, the District shall apply the standards found in PI 40.07(1m) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.

V. Reconsideration and Appeals

A student or his/her parent or guardian may submit a written request for the District Administrator to reconsider a District decision related to a student's participation in the technical college course program, except for any decisions made directly by the Board. In addition, if an applicant for the program disagrees with a District decision regarding comparability of courses or the satisfaction of high school graduation requirements, state law provides that the applicant may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the District's decision.

3. PART-TIME OPEN ENROLLMENT

Under the part-time open enrollment program, a high school student enrolled in a public school district may be permitted to take up to two courses at a time in a nonresident public school district. The student must be in physical attendance in the nonresident school district that offers the course unless the pupil is taking a course that is offered by a virtual charter school.

The department of public instruction will provide a paper or Internet-based application form for the program, which will include written permission from the parent of the pupil if the pupil is a minor, or from the pupil if the pupil is an adult, for the resident school district to provide the nonresident school board with the pupil records that are necessary for the nonresident school district to determine whether the pupil meets entrance criteria for the course.

I. If a student wishes to participate in the part-time open enrollment program, the student and his/her parent or guardian are solely responsible for (1) following all application procedures, (2) providing express notice to the applicable school districts that confirms the student's intent to attend a course into which the student has been accepted, and (3) meeting relevant deadlines, as such requirements are defined in state law, any applicable state regulations, and the policies and procedures of the applicable school districts. Failure to submit a timely and complete application or a failure to follow other mandatory procedures is grounds for loss of the opportunity to participate in the course(s), and (4) transportation is the responsibility of the student or parents or through the Part-Time Public School Open Enrollment Transportation Reimbursement Application online form available starting June 1 on the Department's open enrollment website at: <https://dpi.wi.gov/oe>.

II. The Guidance Counselor or another administrator designated by the Superintendent shall be responsible for ensuring that the District appropriately processes all resident and nonresident student applications for the part-time open enrollment program; and determining whether the District will approve or deny individual applications based on the criteria established in state law, applicable state regulations, and District policies and procedures.

III. Resident High School Students Attending Courses in Other Public School Districts

The District shall deny a resident student's otherwise timely and complete application to attend a course in another public school district under the part-time public school open enrollment program if:

- A. The course conflicts with the student's individualized education program (IEP); or
- B. The cost of the course would impose an undue financial burden on the District.

IV. Nonresident High School Students Attending Courses in the District

Nonresident students seeking to enroll in specific District courses under the part-time open enrollment program shall be subject to the same criteria that are used for making course-related eligibility and

acceptance decisions for students who are District residents. Such criteria include space availability considerations, meeting applicable course prerequisites, academic requirements, proficiency standards, and conduct-related requirements. The District will issue formal notice of acceptance or denial to a nonresident applicant no sooner than six weeks before and no later than one week before the course is scheduled to begin. Prior to the decision notice being issued to the nonresident part-time open enrollment applicant, the District will give preference to:

A. Otherwise-eligible students whose primary enrollment and school of attendance is (or at the time of the applicable course will be) within the public schools of the District (including resident students and nonresident students attending a school in the District under the full-time open enrollment program); and

B. Residents of the District who are otherwise eligible to apply for and take the course under state law or under any Board policy (e.g., certain residents who are enrolled in a private school, tribal school, or home-based private educational program).

C. If, after applying the applicable preferences, the District has space available in a course for part-time open enrollment students and any other students who may be eligible to apply to take the course, but the District has received more qualifying applications from such interested persons than there are spaces available, the District will use a random procedure to determine which additional students to accept into the course.

V. Application of Policy in Special Situations

To the extent required by law, the terms “resident student,” “nonresident student,” and “nonresident school district,” within this policy shall be construed to appropriately accommodate atypical situations where the public school that a student normally attends on a full-time basis is not located in the same school district in which the student’s legal residence is located.

VI. Cost

The cost of providing a course to a student, which is paid by the resident school district to the nonresident school district, is determined by dividing the total number of hours of instruction provided to the pupil in the course by 1,137, then multiplying the result by the annual tuition rate that is calculated under section 121.76(2)(a) of the state statutes. For purposes of determining hours of instruction for virtual charter school coursework, the total number of hours of instruction shall be 135 hours per credit.

4. Distance Learning:

All distance learning courses are subject to the the same criteria and rules that apply to Early College Credit Program (ECCP) and “Start College Now” Technical Courses.

In addition, students who apply in Distance Learning courses shall have demonstrated appropriate maturity and self direction to enroll in the course, especially during off-days when the class is not session, but the student is expected to use the time appropriately.

A student may immediately be removed from a Distance Learning course, with loss of credit and/or and “F” either by the distance learning instructor or Birchwood school staff member for cheating or other significant school rules violations.

Students must adhere to Distance Learning rules established by the Northern Lights Network and Birchwood School.

5. Internet Courses:

All Internet Courses, for which credit is sought, must receive prior administrative approval. For Internet courses offered by an organization/institution outside of Wisconsin, the student and parents may be responsible for all fees, etc. unless covered by State of Wisconsin Statutes governing Educational Options.

In order to be approved as a course for credit the following criteria areas will be considered: 1) Curriculum of the course, 2) grade level appropriateness, 3) ability to monitor attendance and progress,

4) signed release of information between Birchwood School and institution offering the course, and 5) the amount of credit being sought. Credits shall not duplicate credits offered by Birchwood School. Students shall be under the existing School Attendance policies. In all instances students must be making satisfactory progress towards completing a course in a timely fashion. The offering institution's policy for dropping of a course shall apply unless the dropping of a course jeopardizes grade level promotion or graduation.

6. High School Equivalent Degree (HSED):

Upon the student's request and with the written approval of the student's parent/guardian, any student who satisfies the following criteria may apply to attend a technical college for the purpose of obtaining this alternative degree subject to the following conditions:

1. Student is at risk of graduating with his/her class and is age 17 or older
2. High School Counselor makes initial referral to an administrator who has the option to make a referral to WITC.
3. Student signs a three contract between WITC, Birchwood School and parents
4. Student must attend WITC according to State rules, especially on attendance
5. Birchwood School behavioral and Compulsory Attendance Rules apply
6. This contract may be revoked by either school for unsatisfactory attendance, behavior or progress made towards completion of HSED
7. In the event that a student chooses to take credited classes at WITC, the school district shall provide full reimbursement for tuition upon successful completion of class.

Legal references:

Wisconsin Statutes Sections 38.12(14), 115.385(4), 118.13, 118.145(4) 118.15(1)(a)(b)(d), 118.33, 118.52, 118.53, 118.55, 118.57, 120.12(17), Wis. Stats.

PI 40 Wis. Adm. Code

SCHOOL SPONSORED EXTENDED TRIPS			
Date Approved:	4/25/94	Date Revised:	2/24/20

1. Request for a school-sponsored extended trip should be submitted to the Principal or his/her designee for approval. It should be submitted as soon as possible prior to the trip, and include the following information, if possible:
 - a) The instructional purpose of each trip or tour.
 - b) An explanation of all financial arrangements including provision for fees and open access to all participating students.
 - c) The cost of the trip per participant and what is not included in the price.
 - d) The length of time for travel including departure and return times, dates, distances and modes of travel.
 - e) A count of the number of free transports, if any are furnished, and to whom they will be granted.
 - f) Approximate number of students.
 - g) A list of the names and numbers of chaperones who will accompany the students. Supervision shall be provided in the ratio of no more than 10 students per adult.
 - h) A Medical Release Authorization form will be completed.
 - i) A list of fund raising activities and/or organizations that will be solicited for support.
 - j) A complete itinerary of the trip.
 - k) Advisors should provide a written list of rules and conduct expectations to all participants.

- l) Field trips are school activities and chaperones and students shall abide by drug free schools laws and regulations, along with other written expectations provided by the advisor.
- m) Background checks will be completed on chaperones.
2. Student participants will furnish - the *Field Trip Permission* slip along with written parent permission and medical emergency information, along with authorization for medical care, prior to the extended school trip.
3. All students participating in extended trips are expected to abide by trip conduct rules and regulations and the rules of the school. Any student violating such rules will be subject to disciplinary action up to and including being sent home at parents'/guardians' expense.- A parent meeting will be held or a letter will be sent home. along with the parent permission form explaining the rules.
4. A list of students and other individuals participating in the trip will be on file in the principal's office one week before departure. The list of students will be distributed to the faculty and attendance office at this time (dates of trip to be included) if there will be school days involved.
5. After the Principal or his/her designee approves the field trip, he/she will inform the Board of Education, if the trip involves overnight travel to another country.

ADMINISTRATOR GUIDELINES:

The Principal may approve extended field trips or foreign study tours within the constraints of Board policy and the following guidelines:

1. All requests for extended field trips or foreign Study tours shall be made to the district administrator.
2. Any individual or group requesting an extended Field trip or foreign study tour shall submit a detailed plan to the district administrator. The plan shall include the required forms and lists from above, along with any other pertinent information.

OVERNIGHT TRIP - PARENTAL PERMISSION WAIVER FORM

If emergency medical attention is necessary, I agree to have my son/daughter taken to the nearest medical facility and to have medical attention rendered as deemed necessary by the attending physician. Students are urged to have their medical history with them on all trips.

INSURANCE GROUP & SUBSCRIBER NUMBERS _____

2. If your son/daughter has any medical disability allergies, medication requirement, etc., please list them below. PLEASE BE COMPLETE AND SPECIFIC:

—

3. My son/daughter does_____, does not_____, have my permission to swim on this trip. NOTE: Supervision of the pool area may not be provided.

4. I have read the financial arrangements, the itinerary and guidelines for rules of conduct for this trip and do hereby give my consent for the student named to participate on this trip.

GROUP TAKING TRIP: _____

DATE(S) OF TRIP: _____

I, therefore, understand that I may be held financially responsible for any additional expense as a result of early termination or any infraction of the rules.

STUDENT SIGNATURE: _____

DATE: _____

STUDENT CELL (if applicable): _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

PARENT CELL: _____

ADDRESS _____

FIELD TRIP - STUDENT AGREEMENT

I have read and fully understand the rules and regulations for this trip. I agree to adhere to all of them. I understand that failure to abide by any of these rules could result in expulsion from the tour and the organization.

STUDENT'S SIGNATURE: _____

THIS FORM IS TO BE RETURNED TO THE INSTRUCTOR. A PHOTOCOPY IS TO BE TURNED IN TO THE OFFICE PRIOR TO THE TRIP.

SERVICE ANIMALS	
Date Approved:	Date Revised:

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

"Service animal" means a guide dog, signal dog, or other animal that is individually trained or is being trained to do work or perform tasks for the benefit of a person with a disability, including the work or task of guiding a person with impaired vision, alerting a person with impaired hearing to intruders or sound, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

Guide dogs for students who require this type of assistance, as determined by the IEP or Section 504 team, shall be permitted access to all facilities, programs, and events of the District as required to deliver Free Appropriate Public Education (FAPE) and provide equal access. The student must provide evidence of the dog's certification as required by State and Federal law for that purpose. If the dog is still in training, proof of liability insurance policy must be provided, and access by the dog permitted if appropriate under State law. Under State law, no District may refuse entrance to dogs leading individuals who are hearing-impaired, sight-impaired, or mobility-impaired if:

A. such dog is wearing a harness, leash and special cape identifying the "lead dog" status; and

B. the person has presented for inspection, credentials issued by a school training dogs for the sight-impaired, hearing-impaired, or mobility-impaired, see Wis. Stats. 106.52(3).

An emotional support or companionship animal is not a service animal and is not allowed.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to the District's Volunteer Policy.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal or his/her designee is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrated that it is not housebroken, the Principal or his/her designee shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal should notify the District Administrator prior to or as soon thereafter as is practicable when a service animal has been removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in the Nondiscrimination Policy.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus owned or leased by the District, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall at the discretion of the Principal and/or Director of Special Education, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus

evacuation drills with the student.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet. A determination shall also be made regarding whether the service animal should be secured on the bus with a tether or harness.

Situations that would cause cessation of transportation privileges for the service animal Include:

- A. The student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. The service animal urinates or defecates in the vehicle.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of Transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Director of Special Education.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should follow the building's standard visitor registration procedures and are encouraged to notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with policy.

TESTING OF EXCEPTIONAL EDUCATIONAL NEEDS STUDENTS	
Date Approved: 12/15/94	Date Revised: 2/24/20

Procedures used for the testing of students should be consistent with procedures that are already in place to serve these students. The purposes and procedures for testing should be appropriate and well understood by parents, administrators, support staff, and teachers. This will require careful development of policies and procedures, as well as clear communication and inservice training to all people involved.

The Individual Educational Program (IEP) process should serve as the vehicle for making decisions about the inclusion of a student in testing on any modifications that need to be made in test administration. The IEP serves as the basis for specifying the child's educational program, including the student's present

level of performance or competency, long-and-short-term objectives, and the means of evaluating mastery of objectives. It also requires parent involvement, if at all possible.

The Department of Public Instruction recommends that the IEP meeting be used not only to address the child's education program, but also to develop a plan for each child's participation in the district's testing program. Participants at the IEP meeting should determine what allowable accommodations or modifications the student will need for the testing session. Any accommodations or modifications in the administration of the test should be such that what is measured by the test remains the same and should be noted in the student's IEP.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY STATEMENT	
Date Approved: 4/18/05	Date Revised: 2/27/17

The following is a policy, written by the School District of Birchwood, to ensure that parents of children being served in the school wide Title I program have had and will have adequate opportunity to participate in the design and implementation of the said program.

- I. In the Birchwood School District, it is understood that parents are an integral part in the education of their children. To that end, it will be imperative that an annual fall open house and spring planning meeting be conducted in which parents will be invited to participate.
- II. In addition to the above requirement, our school district will develop the following activities for the school wide Title I program.
 - a. Collaborate with and inform each child's guardians of the instruction goals set at the beginning of the year.
 - b. Periodic verbal or written progress reports will be given to parents in a timely manner (i.e. conferences).
 - c. Title I teacher will attend conferences between guardian(s) and classroom teacher(s), as needed.
 - d. Provide resources to parents to help them promote the education of their child.
 - e. Provide timely program information to parents (i.e. newsletters, calendars, postcards, etc.)
 - f. Solicit parental support in the development and operation of the school wide Title I program (i.e. planning teams, family events, book fairs, etc.)
 - g. Continue to utilize the School-Parent Compact in an effort to set common goals for the child's academic growth.
 - h. Notify parents of the right to know the professional qualifications of the classroom teachers who instruct their child.
 - i. Provide meaningful consultation with employers, business leaders, and organizations, when appropriate.
 - j. Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy to improve the academic quality of schools.

TITLE I COMPARABILITY	
Date Approved: 4/18/05	Date Revised: 2/24/17

As required by the *No Child Left Behind Act of 2002* (PL 107-110), and now Every Student Succeeds Act (ESSA), the School District of Birchwood has established and implemented a district-wide salary schedule and will use state and local funds to provide services in Title I program areas, which if taken as a whole, are at least comparable to services being provided in areas not receiving funds under this statute. Should all school buildings be designated as project sites, state and local funds will be used to provide services that are substantially comparable in each project building.

It is thus the stated policy of this district to ensure equivalency among schools or grade levels within this district in provision of:

1. Teachers, administrators and support personnel
2. Curriculum materials and instructional supplies

Documentation verifying compliance with this policy will be update annually and will be available for the Wisconsin Department of Public Instruction or auditors review upon request.

It is understood that unpredictable changes in enrollment or personnel assignments, which occur after the beginning of a school year, need not be included as a factor in determining comparability of services.

USE OF MOVIES AND RELATED MEDIA POLICY		
Date Approved:	9/15/14	Date Revised:

<i>Film Rating</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades 9-12</i>
G	W/O	W/O	W/O
PG	W/P	W/O	W/O
PG-13	N	W/P	W/O
R	N	N	W/P
N-17/X	N	N	N

W/O = May be shown without parent permission.

W/P = May be shown with parent permission and principal approval.

N = May not be shown.

In accordance with Board Policy #381-Rule, “Guidelines for Teaching About controversial issues” these practices are expected to be followed. **(This policy is applicable to any school related activity.)**

A FILM (W/P) may be shown to students if the following conditions are met:

- a. Approval from the building principal.
- b. Parent/Guardian written permission is obtained (by the teacher) prior to showing the film to the students.
- c. The parent/guardian notice will contain an accurate description of the contents of the film, its educational value relating to the curriculum being taught, and the reason the film was rated “PG, PG-13, or R.” It is recommended that notification be sent home one week prior to the viewing of the film.
- d. If the parent/guardian does not wish to have the student view the film, An alternate learning experience will be provided.

A Clip (20 minutes or less) from a film (W/P) may be shown (with principal approval) if it is free from offensive material. (See 381-Rule, Guidelines for Teaching about controversial Issues) Parent notification (not necessarily permission) must occur at least one week before the clip is shown (i.e., syllabus, Edline, note home).

Please see Guidelines about teaching about controversial issues shown on following page:

GUIDELINES FOR TEACHING ABOUT CONTROVERSIAL ISSUES

What is a Controversial Issue?

An issue is controversial when some of its proposed solutions conflict with the cherished interests, beliefs, or groups affiliated with a section of citizens. Fundamental to most controversial issues is the intellectual or emotional attachment of some citizens to the interest or welfare of organizations or groups.

Some factors to be considered in identifying a controversial issue before discussing it in the classroom:

1. Is the topic significant or related to a persistent problem so that the information acquired about it will be of continuing usefulness?
2. Is the topic within the emotional, intellectual, and social capacities of the class?
3. Is it a topic that you, as a teacher, can handle from both a personal and academic point of view?
4. Is the topic of importance and interest to the students?
5. Are adequate and appropriate materials and/or personnel available to present all sides of the issue?
6. Will this issue clash with community customs and attitudes? If so, can the issue be studied and discussed reasonably?
7. Is there adequate time to develop the topic effectively?
8. What are the existing school policies concerning the treatment of this issue?
9. Is this issue of such a nature that the principal needs to be informed?

Acceptable Teaching Practices Regarding Controversial Issues:

1. Cite the source when presenting facts.
2. No one person is to monopolize the discussion.
3. Separate FACT FROM OPION.
4. Develop a classroom atmosphere conducive to freedom of expression.
5. Give a fair and thorough introduction.
6. Serve as a moderator. Avoid expressing personal opinion in order not to inhibit discussion.
7. Encourage the use of fact by all participating in the discussion.
8. Present varying points of view about the issue in a balanced manner without indoctrination. Balanced amounts of time should be spent on examining varying points of view related to the issue.

9. As a teacher, remain objective.

10. No general conclusion need come from a class discussion on a controversial issue.

Required Procedures

1. Topics will discussed only if they are within existing published and approved scope and sequence and course outline.
2. Books, films, or materials required to pass courses, and for which alternative assignments will not be provided, must receive prior approval of the building principal or designee.
3. If potentially objectionable concepts or language are present in materials, alternative selections must be made available to those who object to the content.
4. Parents will be informed in advance regarding controversial issues discussed in courses, wither in course outlines or by special notices and will be afforded the opportunity to withhold the student without penalty.
5. Reasonable requests from parents to view materials will be honored.
6. Groups or individuals invited into classrooms to present a point of view regarding an issue must do so in a factual manner without attempting to indoctrinate.

DISTRICT WEBSITE PAGES/SOCIAL MEDIA	
Date Approved:	Date Revised: 5/18/20

The School District of Birchwood shall maintain control of all aspects of any website or social media accounts identified with the District, or developed on the District's behalf. Only those web pages or social media accounts specifically approved by the administration and the Webmaster and maintained in accordance with Board policies shall be considered official representations of the District. This includes accounts created by staff members and members of the coaching staff.

No employee, student or agent of the school shall develop a website or social media account that represents the District, directly or indirectly, without administrative approval. The Webmaster shall be responsible for maintaining and monitoring official District websites. The Social Media Team will be responsible for maintaining and monitoring the social media accounts.

District website/social media information must be:

- Received by the Webmaster/Social Media Team or Administration for approval prior to being created; this includes links to any other websites.
- Accurate and factual representations of the school, policies, programs and positions. Non-confidential information that does not violate copyright laws or privacy of individual adults or students.
- Clearly written, using appropriate spelling, grammar, syntax and language.
- In compliance with other District policies including Internet Use.

- Accessible to the public in other formats (upon request), such as newsletters, flyers, or photocopies of the website/social media accounts.

Cross References:

Internet and Technology Use

Student Google Apps for Education/Social Media Policy

Section 6 – Students

ABSENCE VS. TARDY		
Date Approved:	6/18/01	Date Revised:

Teachers are to take roll-call each period. The Office is to be notified at the beginning of the day and the period after lunch as to which students are absent or tardy. These slips are to have the student's name and student number written on them. A compiled list of those absent or tardy will be distributed to each teacher in the morning and the afternoon.

Students arriving after a teacher has completed an attendance slip shall report to the Office to be admitted. The Office will issue an absent or tardy slip to the student based upon the following criteria:

1. Students arriving after 8:30 AM in the morning will be considered absent for that session
2. Students arriving after 12:30 PM in the afternoon will be considered absent for that session
3. These absences will be recorded as a 1/2 day absence, either excused or unexcused, as defined by the Attendance Policy

Cross Reference: Attendance Policy

ACADEMIC AND TECHNICAL EXCELLENCE SCHOLARSHIP (TES)		
Date Approved:	7/25/16	Date Revised: 7/14/16

If a student is interested in applying for the State of Wisconsin Technical Scholarship (TES), the student will inform the Guidance Counselor of his/her intent to apply.

The student will follow all steps decided by the State of Wisconsin Higher Educational Aids Board. See attached document for all requirements.

ACTIVITIES CODE POLICY	
Date Approved:	Date Revised: 5/18/98, 6/19/00, 11/13/00, 4/18/05, 7/16/06, 5/19/08, 11/2011 (effective January 31, 2112), 7/16/12, 7/22/13, 6/27/16, 7/23/18, 1/28/19, 2/25/19, 6/24/19, 1/25/21

This policy was developed to give students, parents and administration a full understanding of the guidelines for participation in athletic and co-curricular activities in the Birchwood School District. No person may be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental,

emotional or learning disability. This does not, however, prohibit the district from placing a student in a program or activity based on objective standards of performance, from providing separate programs in interscholastic athletics for males and females if such programs are comparable in type, scope, and support from the district, or from providing separate toilet, locker, and shower facilities.

It is a well documented fact that students who participate in co/extra-curricular activities do better in the classroom. In addition, these activities teach commitment, teamwork, cooperation and a work ethic that is valuable throughout life's endeavors. The Birchwood School District is committed to offering a wide variety of athletic and co-curricular activities with a desire that all students will choose to participate in one or more of these activities.

It is the philosophy of this school that: "It is a privilege to be able to participate in co/extra-curricular activities." By definition, a privilege is a "special right" and therefore, since it is special, it follows that special responsibilities are then placed upon those who wish to accept this privilege.

If a young man or woman is serious about accepting the privilege of participating in co/extra-curricular activities, he or she must be willing to accept the following policies and obligations. On an annual basis students and a parent/guardian must attend an informational meeting designed to review and distribute the Birchwood School District Activities Code. An abbreviated, user-friendlier version of this policy will be made available at the informational meeting.

Definition

Co/extra-curricular activities are those voluntary activities that are school related. They act as an extension of the classroom and serve to enhance the motivation and experience of students. They are an integral and valuable part of the middle and high school student experience.

All students who participate in athletics and co-curricular activities are required to abide by the Activities Code. For the purpose of this code, these activities include *any future ones established by the School*, but are not limited to the following:

Athletics (including but not limited to): baseball, basketball, football, golf, softball, volleyball, cross country, and cheerleading.

Co-Curricular activities (including but not limited to): Forensics, Future Business Leaders of America (FBLA), Educational Foundation of Birchwood representatives, Homecoming Court*, managers/statistics/video, Prom Court*, Student Council, Drama, class officer, Band (e.g. All Conference, State, etc.), Choir (e.g. All Conference, State, etc.), Ice Fishing Club, Gay-Straight Alliance (GSA) Club, E-Sports, Glee Club, Science Olympiad

NOTE: *Students that have not satisfied code violations will not be considered for court participation.

I. TRAINING RULES VIOLATIONS: (Both Athletic and Co-Curricular)

No student may use or possess, distribute or make available alcoholic beverages, illegal substances/paraphernalia, chewing tobacco, prescription drugs of others, performance enhancing drugs, look-alike drugs, substances used in lieu of an illegal drug (e.g. inhalants) smoking tobacco, juul devices, vaping devices, or any other look-alike devices at any time during the student's activity or between successive activities in which the student participates, whether school is in session or not. This includes times that the student's parents are present and the parent(s) agrees to allow the consumption or use of the substance.

School Philosophy

The philosophy of the school is that students adhere to the training rules for the following health reasons:

- A. Coaches/Advisors are concerned about student mental, physical and emotional health which may be affected by violation of some training rules
- B. Drugs are illegal for everyone, alcohol is illegal for those under 21 years of age, and we expect our students to be law-abiding citizens.
- C. Students are expected to stay clear of, or leave, an activity during which alcohol or drugs are illegally used.

Violations of this Code that occur at or during school sponsored activities are also subject to other School District policies dealing with “discipline”.

Reporting of Violations (Both Athletic and Co-curricular)

All violations shall be reported to a school official within 45 calendar days of the incident. Any community person, adult, or student may report a rules violation.

The reporting time for training rule violations that involve civil violations or a conviction shall commence from the time the principal or Athletic Director became aware of the incident.

If a student should fabricate a lie about another student in regard to a code violation, then the student lying shall receive the punishment that the accused person would have received. A student not participating in athletics or co-curricular activities who fabricates shall be disciplined in a manner deemed appropriate by the principal.

During the course of the Athletic Director investigating a report of a violation and interviewing students who are covered by this policy they are expected to be cooperative and truthful. Failure to disclose information, hindering an investigation or interfering with an investigation may also result in disciplinary action as determined by the Athletic Director – typically at Level 1, but may be at the same level of consequences as for the matter under investigation.

Procedures In Handling Discipline: (Both Athletic and Co-curricular)

A. The Athletic Director will investigate the alleged violation(s) and take action on the infraction, if needed, by imposing a suspension.

B. The Athletic Director shall inform the parents of the student involved in the infraction that a violation against the Birchwood Activities Code has occurred. A formal letter will be sent specifying the nature of the infraction and the disciplinary consequence. The parents will be given the opportunity to appeal this decision.

C. Upon being charged or convicted of a felony, the student will be ineligible for all participation in WIAA activities or co-curricular events until the student has satisfied all the requirements ordered by the court in declaring a sentence served, including probation, community service, and any other court orders.

Disciplinary Action (Both Athletic and Co-curricular)

If students cannot accept these policies and obligations, the privilege of participating in co/extra-curricular will be denied. Violations of the training rules will be dealt with in the procedures set below by the Athletic Director.

Rules Violation Levels

Training rules violations shall be classified by the following levels:

Level 1:

- consumption or possession of alcohol or tobacco, e-cigarettes, e-cigarette paraphernalia and related substances (including unlabeled containers believed to be used in e-cigarettes) and any other look-alikes for tobacco, alcohol or other illegal substances (Athletic Director shall have considerable discretion in determining look-alikes, and may use a simple warning for first-time occurrences).

Level 2:

- distributing (making available to others, having in a vehicle for which one is responsible, or “hosting” of a party) of alcohol,
- possession or use of illegal substances/paraphernalia including marijuana, look-alikes, inhalants, wrong prescriptions, performance enhancing drugs, or other similar substances
- Cyber-narcking per definition found later in Code
- Failing a School Board required drug screen under a Conditional Reinstatement as part of an Expulsion Order.

Level 3:

- distributing (making available to others, having in vehicle one is responsible for, or “hosting” of a party) of illegal substances/paraphernalia including marijuana, look-alikes, inhalants, wrong prescriptions, performance enhancing drugs, or other similar substances.

Disciplinary Consequences (Athletics Only)

Level 1 - 1ST OFFENSE: Disciplinary action will be as follows:

1. Suspension from 1/3 of the season
2. If on first offense the athlete admits to offense when first questioned by the Athletic Director, disciplinary action (length of suspension and amount of community service) will be cut in half
3. If suspension is not completed during present season, it will carry over into the next athletic season

4. Student will participate in a minimum of 1 counseling session with parent(s) or guardian present. This counseling session may be arranged with a school counselor, or the parent(s) may arrange it with an outside agency or counselor. This session must be arranged, but need not be completed prior to reinstatement. If appointment is skipped, immediate suspension occurs until completed
5. The student must perform 10 hours of community service. Community services will be free of charge and MUST be completed before the athlete returns to competition
6. Student MUST practice with the team during this time

Level 1 - 2ND OFFENSE, Level 2 - 1ST OFFENSE: Disciplinary action will be as follows:

1. Suspension from 1/2 of the season if the incident is more than one year from the first reported incident. If the incident is within 1 calendar year, suspension is for one *calendar year*.
2. If suspension is not completed during the present season, it will carry over into the next athletic season
3. Referral to a certified drug counselor and participation in a chemical dependency assessment.
4. 15 hours of community service
5. Athlete MUST practice with the team during this time, *if suspension is for 1/2 season*
6. Random drug/alcohol testing upon return to athletic participation for one calendar year
7. Counseling sessions with school or private counselor and monitoring of behavior, as deemed appropriate by the school counselor.

Level 1 - 3RD OFFENSE, Level 2 - 2ND OFFENSE: Level 3 - 1ST OFFENSE: Disciplinary action will be as follows:

1. Suspension from athletics for 1 calendar year
2. Referral to a certified drug counselor or appropriate action
3. Must participate in all practices for the remainder of the present sporting season to maintain eligibility for that sport.
4. Counseling sessions with school or private counselor and monitoring of behavior, as deemed appropriate by the school counselor.
5. Random drug/alcohol testing upon return to athletic participation for one calendar year
6. 20 hours of community service.

Level 1 - 4TH OFFENSE, Level 2 - 3RD OFFENSE, LEVEL 3 - 2ND OFFENSE

1. Suspension for remainder of high school career
2. A student may apply for reinstatement by Athletic Council, with conditions established by the Athletic Council

NOTE: Parents shall be financially responsible for expenses incurred when working with a certified drug counselor, or when they choose to utilize a private counselor in lieu of a school counselor. The School District shall be responsible for payment of drug screening expenses.

Once a consequence has been determined for an Activities Code Violation, all subsequent violations shall be considered at the next Level of Violation, regardless of the offense.

Known Activities Code violations that take place prior to signing of this document by a student and parent(s) and participation in a sport, shall be dealt with by the Athletic Director on an individual basis.

No Quit Policy (Athletes Only)

Students (Juniors and Seniors) will not be able to “purge” or avoid a consequence by participating in only part of a sport’s season. The Athletic Director shall have discretionary authority to make decisions in this area.

Disciplinary Consequences (Co-curricular Activities Only)

Level 1 - 1ST OFFENSE: Disciplinary action will be as follows:

1. Removal of the student from participation in co-curricular activities for a period of 30 school days.
2. If on first offense the student admits to offense when first questioned by the Athletic Director, disciplinary action (length of suspension and amount of community service) will be cut in half.
3. If suspension is not completed during present activity, it will carry over into the next activity.
4. Student will participate in a minimum of 1 counseling session with parents present. This counseling session may be arranged with a school counselor, or the parent(s) may arrange it with an outside agency

or counselor. This session must be arranged, but need not be completed prior to reinstatement. If appointment is skipped, immediate suspension occurs until completed.

5. The student must perform 10 hours of community service. Community services will be free of charge and MUST be completed before the student returns to the activity.

Level 1 - 2nd OFFENSE, Level 2 - 1st OFFENSE: Disciplinary action will be as follows:

1. Removal of the student from participation in co-curricular activities for a period of 60 school days. If suspension is not completed during the present activity, it will carry over into the next activity.
2. Referral to a certified drug counselor and participation in a chemical dependency assessment.
3. 15 hours of community service.
4. Random drug/alcohol testing upon return to participation for one calendar year.
5. Counseling sessions with school or private counselor and monitoring of behavior, as deemed appropriate by the school counselor.

Level 1 - 3rd OFFENSE, Level 2 - 2nd OFFENSE: Level 3 - 1st OFFENSE & Any Additional Offenses:

Disciplinary action will be as follows:

1. Removal of the student from all co-curricular activities for 1 calendar year (12 months from the day of suspension).
2. Referral to a certified drug counselor or appropriate action
3. Counseling sessions with school or private counselor and monitoring of behavior, as deemed appropriate by the school counselor.
4. 20 hours of community service.
5. Random drug/alcohol testing upon return to participation for one calendar year.

Level 1 - 4th OFFENSE, Level 2 - 3rd OFFENSE, LEVEL 3 - 2nd OFFENSE

1. Suspension for remainder of high school career
2. A student may apply for reinstatement by Athletic Council, with conditions established by the Athletic Council

NOTE: Parents shall be financially responsible for expenses incurred when working with a certified drug counselor, or when they choose to utilize a private counselor in lieu of a school counselor. The School District shall be responsible for payment of drug screening expenses.

Once a consequence has been determined for an Activities Code violation, all subsequent violations shall be considered at the next Level of Violation, regardless of the offense.

Known Activities Code violations that take place prior to signing of this document by a student and parent(s) and participation in a sport, shall be dealt with by the Athletic Director on an individual basis.

No Quit Policy (Co-Curricular Only)

Students (Juniors and Seniors) will not be able to “purge” or avoid a consequence by participating in only part of a co-curricular activity. The Athletic Director shall have discretionary authority to make decisions in this area.

Leadership Positions (Co-Curricular Activities Only)

Any student who violates the I. Training Rules and/or V. Student Behavior sections of this policy must relinquish any and all leadership positions that he/she presently holds. This provision will be in effect for at least the remainder of the school year and until the disciplinary consequence has been completed. A student serving a consequence cannot be nominated for an elected position.

II. TRANSFER STUDENT & FOREIGN EXCHANGE STUDENT ELIGIBILITY (Athletics Only)

1. Transfer students require special review by the athletic director.
2. All transfer students will initially be considered ineligible until the athletic director has declared the student meets school and WIAA requirements. Transfer students must provide the athletic director an eligibility sheet from their transferring school.

Information Taken From WIAA Regulations:

- Student athletic eligibility, for all levels of competition, is governed by WIAA rules.
- Transfer students require special review by the athletic director.
- We advise that all transfer students initially be considered ineligible until the athletic director has declared the student meets school and WIAA requirements.
- For the purpose of this rule attendance at one day of school and/or one athletic practice determines the 'beginning of school year.' A student who transfers after the beginning of the school year will be ineligible for varsity competition at the new school unless a waiver is granted by the WIAA Board of Control.

APPLIES TO ALL SCHOOLS - PUBLIC AND NONPUBLIC

A student who transfers from any school into a member school, unless the transfer is made necessary by a total change in residence by parents, must do so before attending one or more days of school or one or more athletic practices at the school the student is leaving. If not, the student is ineligible for varsity level competition for the remainder of that school year.

With written consent from administrators of both schools directly involved, a first time transfer student shall be eligible for non-varsity competition only for the duration of the school year, unless a waiver is provided as outlined in the Senior High Handbook.

A student who transfers more than once in any given school year shall be ineligible for all interscholastic competition for the remainder of that school year.

A student who transfers from any school, whether or not a member school, with a status of ineligibility for disciplinary reasons retains such status at his/her new school for the same period as decreed by the former school.

No eligibility will be granted for a student whose residence within a school's attendance boundaries, with or without parents, or whose attendance at a school has been the result of undue influence (special consideration due to athletic ability or potential) on the part of any person, whether or not connected with the school.

CODE OF CONDUCT

A student who transfers with an unserved code of conduct suspension must serve the suspension, as decreed by the previous school, at the new school.

RESIDENCE - PUBLIC SCHOOLS

A student, regardless of age, is eligible for varsity competition only in the district in which both parents reside in their primary residence. A secondary residence does not meet WIAA requirements. There are some considerations for divorced families, social services placement, tuition-paying students, home life betterment, or extenuating circumstances, but these must be cleared through the WIAA.

A student who attends a school outside their parents' residence boundaries under the state mandated open enrollment provision is eligible, from a residence standpoint. However, if this student transfers back to the school of residence, after attending one athletic practice and/or one day of school at the selected school he/she is ineligible for varsity competition for the remainder of that school year.

A full time student whose residence in a district does not conform with requirements for varsity eligibility may only compete at the non-varsity level for the duration of the school year.

9TH GRADE STUDENTS

A first-time 9th grade student will be permitted one transfer upon appropriate petition to the Board of Control if the student has attended no more than three days of practice and/or has attended no more than three days of school. A transfer after three days will result in a student being ineligible for varsity competition unless a waiver is provided.

FOREIGN STUDENTS

Foreign students attending a member school through CSIET - "Full" approved programs may receive one year of athletic eligibility if approved by the WIAA. Foreign students at residential schools are eligible if approved by the WIAA.

Directly placed exchange students and foreign students attending member schools through non-CSIET approved programs will be limited to non-varsity competition.

Foreign students who transfer from one school to another must initially be considered ineligible the same as any other transfer student.

III. ACADEMIC ELIGIBILITY (Both Athletic and Co-curricular)

Effective 2016-17 all Athletic and Co-Curricular participants will have their grades monitored weekly by the Guidance Counselor and/or Athletic Director and the student. Students who do not meet criteria set by the Athletic Director may be required to participate in After School Study Sessions.

To become eligible or maintain eligibility, students must have passed all classes of the most recent quarter.

If an incomplete is recorded, the student is ineligible until it is replaced with a passing grade. An exception may be made by the principal/AD in the case of an excused absence.

End of Quarter Grades:

A failing end of quarter grade by the student requires:

- Suspension from contests for two weeks and at least 1 game.
- Suspension due to failing grades begins on the date the report card grades are released to the parent or student.
- A failing grade during 4th quarter will carry over to the next school year. However, a student may enroll in summer school, completing twice the number of credits failed during fourth quarter – and upon passing those summer credits may be eligible to participate in extra and co-curricular activities in the fall. The participant would be subject to weekly grade sheet requirements through the first quarter. If a student chooses the summer school option, any courses taken must be approved by the Administration in advance. In addition to summer school courses offered by Birchwood School, the student may enroll in other courses through the Community Education Program. Payment for Community Education courses are the responsibility of the student.

Mid-Quarter Grades:

A failing mid-quarter grade will result in the student being on academic probation for the remainder of the quarter. During this time, if a student has a failing grade in any class (checked each Monday), they will be ineligible for athletic practices and/or competitions and/or co-curricular events and/or competitions for the entire week. Each student is required one hour of study table each day either before or after school.

- For Educational Options in-progress grades for semester courses, a failing grade shall be treated as a mid-quarter grade.

Incomplete Grades:

- Unless a failing grade is posted by the teacher within 3 school days after the work is turned in, the student will be considered to be passing and eligible. Teachers may post grades sooner than 3 school days after receipt of required work.
- In the event that a failing grade is posted after the 3 day period, the athlete must fulfill the requirements for a failing grade at mid-quarter.

IV. ACTIVITY DAY & POST GAME DAY ATTENDANCE: (Both Athletic and Co-curricular)

To participate at an event, attendance in school at least the entire half day after lunch on a game day is required unless the absence is excused by the coach/advisor, Athletic Director or Principal PRIOR to the absence. (Reasons for absence may include an emergency, serious illness, or death in the family.)

Students are expected to be in school the full day following a contest.

Any unexcused absences the day following a contest prohibits the student from participating in the next contest of the season in which the violation occurred. Patterns of “Excused” absences after a game will be monitored and an excess of these may result in ineligibility.

V. STUDENT BEHAVIOR: (Both Athletics and Co-curricular)

The following are considered to be minor *in*-season infractions against the Activities Code Policy and the disciplinary action for each is listed below.

- A. Inappropriate language and/or behavior in practice, on the bus or in school at any time.
- B. Lack of respect towards teachers, students, coaches, officials and teammates.
- C. Suspension from school for two or more days, excessive in-school suspensions or tardies.
- D. Poor sportsmanship while at activity events, either as a participant or spectator.
- E. Unexcused absences, excessive tardiness and other behaviors leading to detention or suspension, under the School District’s general student rules of conduct, may result in discipline up to and including game suspension.
- F. Bus Transportation - All students are expected to use district provided transportation, to and from all events. Exceptions may be made when a written request is presented, signed by a parent, is presented and approved by the administration in advance of leaving for a contest (e.g. must be an adult or other relative – not an older brother/sister). A year long permission form may be filed with the ATHLETIC DIRECTOR that allows a parent to transport a son/daughter home by simply giving the coach/advisor a note the afternoon/evening of the event. Permission can only be granted for a student to be transported with a parent or legal guardian. Students shall not be transported by other adults, relatives, or friends who are not legal guardians.

Discipline For Inappropriate Student Behavior: (Both Athletics and Co-curricular)

- A. The first violation will be discussed with the student concerning this rule. In the case of poor sportsmanship exclusions from spectating at future events may occur.
- B. The second violation will result in a 1 game suspension.
- C. The third violation will be dealt with as a LEVEL 1 training rule violation, except no counseling session will be required. No reduction will be given for admitting of guilt as listed in 1st offense. Some discretionary authority rests with the Athletic Director for minor infractions listed above.
- D. If multiple infractions occur in (A-F) listed above, a LEVEL 1 training rule violation will be imposed. No counseling session will be required and no reduction will be given for admitting guilt as listed in 1st offense.
- E. Discretionary authority rests with the Athletic Director for minor infractions listed above.

Civil Violations: (Both Athletic and Co-Curricular)

Types:

- 1. Felonies (described by a court of law)
- 2. Misdemeanors (described by a court of law)

Discipline For Civil Violations

Discipline for a civil offense will be according to the training rule violations. All violations shall be reported to a school official within 14 calendar days of the incident. Any community person, adult, or student may report a rules violation. The reporting time for civil violations that involve a conviction shall commence from the time the principal or athletic director became aware of the incident. The Athletic Director has authority to rule on felonies and misdemeanors not covered specifically by this policy.

If a major incident occurs on school property, immediate action will take place and a referral will be made to the School Board. All civil offenses occurring at school, including fighting, may also involve actions covered under the school district's Student Discipline policies and procedures.

Cyber-Narking

For the purposes of this Code, a Cyber-narking violation shall occur when ANY of the following occurs:

- 1) If a student posts a picture of another student (from Birchwood or from another school) violating the code (or appearing to violate the code) without first reporting the incident to the Athletic Director, the student doing the posting is also subject to sanctions.
- 2) If a student posts a picture of another student that is altered in any way so it appears that a violation is occurring shall be subject to sanctions in a manner befitting the supposed violation.
- 3) If a student posts a picture of himself/herself and it is uncertain as to whether a violation occurred the student shall remove the image within 24 hours of being directed to do so.
- 4) If a student posts an altered image of himself/herself such that the altering, if it were a true event would be a violation of the code, that student shall be subject to sanctions.

Timelines for handling all the above begin with the day that the Athletic Director or Administration is aware of the posting.

Random Drug Screening

The School Board may implement a random drug/alcohol screening program for students covered by the Activities Code. For the purposes of this policy random shall mean the random drawing of student names who are currently participating in an athletic or co-curricular activity.

VI. MIDDLE SCHOOL APPLICATION: (Both Athletic and Co-curricular)

Middle School students will adhere to the Activities Code policy. All violations will be handled according to the policy training rules.

Upon entering high school, students having training rule violations while in middle school will have a one (1) calendar year probationary period (August 1st to July 30th).

If a violation takes place during the probationary year, the Athletic Director will rule on the student's eligibility.

If no violation occurs the student will be given a “clean slate.”

VII. CARE OF EQUIPMENT (Both Athletic and Co-curricular)

1. The care and maintenance of equipment and school property (including school lockers) will be the responsibility of the students and the school district.
2. Students are responsible for turning in any borrowed equipment when the activity concludes for the year.
3. Individual awards may be withheld if equipment is not turned in on time.
4. Students will not be issued equipment in the next activity they participate in until all equipment is turned in or paid for.
5. Lost and/or damaged items must be paid for by the student.

VIII. APPEAL PROCEDURE:

If the athlete and/or parents or guardians are not in agreement with the disciplinary action taken, the appeal procedure, which is shown on the following pages, will be followed:

PROCEDURE OF DUE PROCESS:

“Due process” is a procedure, which the courts of law recognize as a necessary part of any rules and regulations. “Due process” furthermore, and of primary importance, recognizes the rights of the individual since it outlines one’s recourse in the event one feels a wrong decision has been made. The “due process” steps outlined hereafter is the procedure for a student and his/her parents to follow in appealing decisions relating to violation status and disciplinary consequence. It should be understood that students and parents will be expected to follow the “due process” steps in the event legal action should be initiated at some later date.

Step 1 - Appeal to Athletic Council

1. After a ruling of ineligibility resulting in suspension from athletics/co-curricular activity has been made, a student and/or his/her parents may formally appeal the decision in writing to the Athletic Director provided an appeal is received within 7 school days from date of the Athletic Director’s decision of ineligibility. During summer vacation, the timeline will be 10 calendar days, including weekends.
2. After an appeal has been received a date for a hearing with the Athletic Council will be established by the Athletic Director, such date shall be no later than seven school or working days (when suspension is for a sport for which the athlete is currently participating) after receipt of the written appeal from the student and his/her parents. The Athletic Council shall consider the Athletic Director’s investigation of the alleged violation(s), hear from eye-witnesses, and hear testimony by the student and/or parent(s). Proceedings of the hearing, including the decision, will be put in writing, and a copy of these proceedings will be mailed to the student and his/her parents.
3. The Athletic Council consists of all Head Varsity Coaches and the advisor(s) of the co-curricular activity (activities) that the student participates in. In the absence of a Head Coach, an Assistant Coach may participate. Where individuals coach multiple sports, an individual may cast only 1 vote. The Athletic Director, if also serving as a coach, may NOT cast a vote.

Step 2 - Appeal to School Board

1. If the student and his/her parents are not satisfied with the finding of the hearing, a second appeal may be requested before the School Board. The Athletic Director must receive in writing a request for a third hearing before the School Board of Education within 7 school/working days of the mailing of the outcome of the Athletic Council hearing. The appeal shall consider the written record of the Athletic Council’s hearing and witnesses who participated in the Step 1 Appeal: any “new” information or eyewitness accounts shall only be reconsidered by the Athletic Council. Proceedings of the hearing, including the decision, will be put in writing, and a copy of these proceedings will be mailed or emailed to the student and his/her parents.
2. The athlete has the right to counsel at the hearing on the appeal.

3. The decision by the School Board is final.

IX. ELIGIBILITY REQUIREMENTS: (Both Athletic and Co-curricular)

1. Each student will be required to have on file a statement signed by the student and his/her parents stating they have read, and understand and are prepared to abide by the regulations set forth in the Activities Code Policy.
2. Each student will be required to have on file a signed concussion and head injury information sheet as required by section 118.293.. An athletic coach, or official involved in a youth athletic activity, or health care provider shall remove a person from the youth athletic activity if the coach, official, or health care provider determines that the person exhibits signs, symptoms, or behavior consistent with a concussion or head injury or the coach, official, or health care provider suspects the person has sustained a concussion or head injury. 118.293(4)(b) (b) A person who has been removed from a youth athletic activity under par. (a) may not participate in a youth athletic activity until he or she is evaluated by a health care provider and receives a written clearance to participate in the activity from the health care provider and that written clearance is shared with the school district.
3. Any student not having such a statement of file will be ineligible for participation until such time a statement is duly signed and filed.
4. This statement will be effective for one calendar year. Therefore, each year students must re-submit a signed statement of agreement to comply.
5. Additional eligibility requirements as per attached W.I.A.A. regulations.

W.I.A.A. ELIGIBILITY REQUIREMENTS [1]

YOU ARE NOT ELIGIBLE:

1. If you reach nineteen (19) years of age prior to August 1st.
2. If you have attended more than eight (8) semesters after entering grade 9, or if your seventh and eighth semester do not follow consecutively.
3. If you have participated in any sport for all, or part of, four seasons.
4. If you and your parents do not live in the school district in which you attend school unless you have served one year of ineligibility or unless your residence situation has been approved by the W.I.A.A. office.
5. If you do not have on file in your school evidence of both having passed a physical examination administered by a licensed physician and having received parental permission to participate in sports.
6. If you do not follow the code of conduct established by your school.
7. If you have violated your status as an amateur athlete by (a) accepting any amount of money or any kind of usable merchandise, (b) signing a contract for your services as an athlete, (c) permitting your name, picture or personal appearance to be used for promoting anything or (d) playing under another name.
8. If at any time you have received an award of merchandise value such as a jacket, watch, billfold, sweater, etc., in recognition of your talent or accomplishment as an athlete.
9. If you participate in a contest other than your official inter-scholastic school team while you are a member of that school team and during the entire school season (start of practice to end of season) for that sport.
10. If you have played in an all-star contest or similar activity involving participants from more than a given league.
11. If you participate in any program outside your school which can be considered by anyone as resembling a school team practicing or competing outside of the designated school season for that sport.
12. If you let anyone besides your parents pay a fee for specialized training, like a summer camp, or if you are instructed by your school coach outside the season of a sport (except baseball, track, swimming, golf or tennis in the summer). or if you are on the game non-school team in a team sport with more than one other student who likely will be on the game school team as you are in the following season.
13. A student in grades 7-12 not doing passing work in a minimum of 20 hours of work in the latest grade reporting or academic/evaluation period shall be ineligible until again doing passing work in at least 20 hours of work but not for less than three weeks (15 consecutive scheduled school days and nights).

XI. Parental Behavior (Both Athletic and Co-curricular)

Parents play an important role in supporting students who are involved in extra-curricular and co-curricular activities. Many of life's greatest lessons are learned through participation in these events and activities.

The essential elements of character building and ethics in athletics are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. To this end we ask that parents agree to the following:

1. To refrain from coaching one's child or other players during contests and practices.
2. To respect the officials and their authority during contests and not to question, discuss or confront coaches at the contest field.
3. To remember that student participants participate to have fun and that the contest is for youth, not adults.
4. To teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a contest or his or her performance.
 1. To demand that my child treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, sex or ability.
 2. To promote the emotional and physical well being of the student athletes ahead of any personal desire one may have for his/her own child to win.
 3. To not encourage any behaviors or practices that would endanger the health and well-being of the student athletes.
 4. To be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all student participants, coaches, officials, and spectators at every contest, practice or sporting event.
 5. To not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.
 6. To support the contents of the Activities Code especially as it relates to maintaining good grades, school attendance and behavior.
 7. To support an alcohol/chemical free lifestyle for students.

AGREEMENT OF PARENT(S) AND STUDENT

1. We, as parents and co/extra-curricular participants, have carefully read the Birchwood School Activities Code and by our signatures, understand them and agree to the procedures set forth for implementation. We understand that changes may be made in the Activities Code in the future for which students will need to follow. This agreement extends until another one is signed.
2. We also acknowledge that all athletic and co-curricular equipment issued remains the property of Birchwood High School and any items not returned, at the termination of competition, will be charged to us at the fair market price. We also acknowledge that upon proper filing of a permission slip, parents (or other adult relative) only may transport their student(s) home from an event.
3. We also understand that the WIAA no longer offers insurance.
4. My son/daughter is adequately covered by our personal insurance, or we will assume all medical responsibility.

Parent Signature

Parent Signature

Student Signature

Date of Signature

I, _____ give my permission for
Parent's Name

_____ (my child) to receive necessary medical attention.

Student's Name

Parent's Signature

REF: Drug Free Policy
Discipline Policies

[1] WIAA requirements may change from time to time and it is the responsibility of parents and athletes to be in compliance with these changes. On an annual basis the Athletic Director will provide an official WIAA handout regarding eligibility.

ADMISSION OF NONRESIDENT STUDENTS (OTHER THAN OPEN ENROLLMENT STUDENTS)			
Date Approved:	4/25/94	Date Revised: /	10/22/18

Nonresident students will be accepted as tuition students without regard to race, color, or creed, subject only to the limits of the buildings, available staff, and Determined class size. Such students will be admitted only at the beginning of the school Year, exceptions will require the recommendation of the Principal and the approval of the District Administrator.

A child whose parent(s) or legal guardian move from the District within the school Year may be permitted to continue attending school as a tuition student until the end of the school year in which the move has occurred.

A child whose parent(s) or legal guardian is a resident of the State of Wisconsin and who plans to become a resident of the District within a nine week period may enroll as a tuition student in the school district as provided by State Statute. (SS-121.81)

Student transportation may be provided if the student lives outside the district at the discretion of the Board of Education. The cost of such transportation will be borne by the nonresident student.

The district reserves the right to terminate the enrollment of a tuition student and to refund a prorated amount of tuition, should a student be unable to meet student requirements as stated in these policies.

Appeals to decisions made in regard to this policy shall be made in order to the Principal, the District Administrator, and the School Board with a public hearing if requested.

The Principal shall administer this policy under the supervision of the District Administrator.

PROCEDURES FOR TUITION PAYMENTS BY PARENTS:

Before the admission of a nonresident pupil to an elementary or a high school of a school district, the school board of that district shall make a written agreement with the parents for the payment of tuition at the rate established in accordance with subchapter 121.81 except when the tuition is otherwise chargeable under this subchapter or under subch. V of ch. 115. Wisconsin. Stats.

A pupil whose parent or legal custodian is a resident of this state but not a resident of the school district may file with the school board of the district a written application for enrollment in the schools of the school district. The application shall be accompanied by a written declaration of the parent or legal custodian that he will establish residence in the school district by a specified time.. If facilities are adequate, the school board may permit the pupil to enroll in the schools of the school district, and may require prepayment of a tuition fee for 9 school weeks or may waive the tuition requirement for that pupil. If the parent or legal custodian establishes residence in the school district within such 9 school weeks, the school board shall refund the tuition fee. If such residence is not established there shall be no

refund of the tuition fee but another written applications for enrollment may be filed for the next succeeding 9 school weeks and, upon prepayment a fee for such 9 school weeks, the school board may permit the pupil to re-enroll. If the parent or legal custodian establishes residence in the school district within the second 9 school weeks, the school board shall refund the tuition fee for the second 9 school weeks.

Legal Reference: 121.81 Wisconsin Statutes **LEGAL REFERENCE:** Section 121.77 - 121.84 Wisconsin Statutes

APPROPRIATE STUDENT APPAREL			
Date Approved:	9/03	Date Revised:	4/04, 4/05

Student appearance has an important effect on attitudes towards themselves, towards others, and towards the school. It is recognized that choice of attire and grooming are matters of expression and are subject to fashion and current trends. In all matters relating to individual dress and grooming, students must exercise good judgment, exhibit responsible behavior, and endeavor to respect themselves, school and community. Students are expected to be appropriately dressed and acceptably groomed for school at all times. In the interest of health, safety, cleanliness, decency, and decorum among the students in our district, the school board adopts the following regulations:

1. Students working in areas where rotating machinery is used shall wear head coverings or have their hair cut, or wear in a manner, so it cannot be caught in the machine.
2. Students working in food service shall wear appropriate hair covering.
3. Shoes must be worn at all times in hallways, and is encouraged in classrooms except when an instructional activity requires otherwise.
4. Students who are members of sports teams shall not have hair protruding from helmets to the degree that another player may seize it.
5. The wearing of hair or dress that is disruptive or interferes with the regular operations of school are prohibited.
6. Clothing that reveals too much flesh shall not be allowed. Examples include halter tops, muscle shirts, mesh tops with no undergarment, tank tops, midriff shirts, etc., or others with thin straps (undergarments shall not be seen).
7. Upon entering the building, and going to their respective locker, students must remove jackets, coats, and any clothing worn for outdoor use. The wearing of hats in school is not allowed.
8. No gang related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing, or attire may be worn or carried on campus or at school activities. Including, but not limited to: gloves, bandanas, shoestrings, wristbands, and jewelry, which are likely to cause others to be intimidated by fear of violence.
9. Clothing must not contain alcohol or drug related symbols, nor condone the use of these items.
10. Language or images advocating pain, death, suicide, or use of drugs/alcohol/tobacco or suggestive material with a “double-meaning” are not allowed.
11. Backpacks are not allowed in classrooms.
12. Wearing of pajamas, robes, or slippers is not allowed unless part of a special dress day.
13. Clothing that is excessively ripped, torn, punctured or revealing is not allowed.

Consequences for the wearing of inappropriate apparel will generally result in the following:

- First Offense – warning, turning of apparel inside out (when possible for t-shirts, sweatshirts, etc), obtaining of appropriate clothing
- Second Offense – student must obtain replacement clothing
- Third Offense – replacement of apparel and possible suspension or loss of privileges

The principal may clarify student apparel requirements on an annual basis as the need arises.

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ASSISTIVE TECHNOLOGY			
Date Approved:	1/04	Date Revised:	3/25/19

The Birchwood School District shall provide assistive technology to meet the unique needs of each student with or without a disability.

Students with disabilities have special challenges and may need assistive technology in order to more fully participate in their classrooms, homes, communities and workplaces. Through the use of assistive technology and services these students will have the opportunity to become more independent and self-reliant. If the IEP team determines that a particular assistive technology item is required for the student to be provided a free and appropriate public education, the technology must be provided to implement the IEP.

Each IEP team must include in their deliberations consideration of whether the use of assistive technology devices and services to aid students with disabilities is appropriate for each specific student. The Board also directs that students who qualify under Section 504 of the Rehabilitation Act be provided with assistive technology devices and services when deemed necessary.

Students having special needs but not requiring a formal IEP or 504 Plan according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

"Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of assistive technology devices. Assistive technology services include:

1. the evaluation of needs including a functional evaluation, in the child's customary environment;
2. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;
3. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
4. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
5. training or technical assistance for a child with disabilities, or where appropriate that child's family;
6. training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other(s) who provide services to employ, or are otherwise, substantially involved in the major life functions of that child.

Assistive technology may be provided in the form of special education, related services, or supplemental aids and services for students with disabilities who are educated in regular education classes. The District is responsible for evaluation in areas in which assistive technology may be a factor.

The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize assistive technology resources and assistive technology services.

Legal

Individuals with Disabilities Act (IDEA) Amendments of 1997

20 U.S.C. 1401

Section 504 Rehabilitation Act of 1973

Assistive Technology Act (P.L. 105 – 394) 1998

ATTENDANCE/TRUANCY			
Date Approved:	4/25/94	Date Revised:	5/21/18

"Habitual truant" means a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester.

"Truancy" means any absence of part or all of one or more days from school during which the school office personnel, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15.

State law defines truancy as any absence of one or more days from school during which the principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil. The only legal excuses for absence are those specified in the board's policy on students absences and excuses, and do not include intermittent attendance such as class cuts and unauthorized morning or afternoon absences.

Students may not be absent more than 10 days per year.

1. Excused within the ten (10) day limit per year are:
 - a. Parent's request for their child(ren) to participate in a family vacation. The intent of this statement is to provide opportunity for students to accompany their parent(s)/guardian on a vacation which cannot be scheduled when school is not in session. A parent/guardian shall be required to notify the building principal, or designee prior to leaving on vacation of the pending

- absence. Absences over 10 days may be approved if parent(s) discuss with building principal at least 3 school days prior to absence. Failure to make prior notification of the vacation shall result in the absences being unexcused. Vacations are only excused within the 10 day limit per year.
- b. Juniors and seniors will be allowed excused college visitations or job fairs providing the college verifies the visit and the absences are within the 10-day limit per year.
 - c. Illness verified by parent/guardian are considered excused within the 10-day limit per year. Included in this limit are needed at home days and personal business days.
2. Excused absences outside the ten (10) day limit per year are:
- a. Religious holiday
 - b. Obtaining religious instruction
 - c. As provided in statute 1 18.1 5(3)(a), written medical excuses provided by a licensed physician, dentist, chiropractor, optometrist, county health officer, psychologist, or mental health provider or Christian Science practitioner, are exempted and not counted toward the ten (10) day limit per semester.
 - d. A death in the immediate family or funeral for close relatives.
 - e. A court appearance or other legal procedure which requires the attendance of the student. The absence will only be excused for the time required for travel and appearance.
 - f. The building principal has authority to waive aspects of policy in special cases where he/she determines that exceptional circumstances exist. If a student is obviously home ill, and the parent will not be taking the child to the doctor, the parent should call or meet with the principal to get an exception to having the absence (s) count toward the ten day limit.
 - g. If child is sent home by school because of a fever or rash, it will not count toward the ten day limit.
 - h. Suspension or expulsion
 - i. Program or curriculum modification - The Board has excused the student for program or curriculum modification leading to high school graduation or high school equivalency diploma as provided by State law.
 - j. High school equivalency secured facility - The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent or guardian agree that the student will continue to participate in such a program
 - k. Only two "needed at home" days per semester will be allowed. Additional days may be granted with prior approval of the principal.

All student absences will be reported daily to the school principal school office personnel. In the event the absence is not an excused one, the principal will give notice to the student's parent or guardian as required by state statutes. State statutes and guidelines will be followed.

Legal References: Wisconsin statutes 118.15, 118.16

AUTOMOBILE USE	
Date Approved:	Date Revised: /

Students who drive motor vehicles to school are not allowed to use them at any time during the school day (including lunch hour). Exceptions may be made with parent/guardian approval (written or phone call) and final approval by the school administration.

AWARDS & SCHOLARSHIPS			
Date Approved:	1/7/91	Date Revised:	4/05

Students in the school district shall be informed annually of any available scholarships and awards. Literature concerning available scholarships and awards shall be included in the student handbook and/or posted in the school building and/or available through the guidance counselor.

The high school counselor shall establish an ad hoc scholarship committee consisting of staff and community members. This committee shall make recommendations/selections for those scholarships for which a committee is needed. Members of the committee shall have no conflict of interest with potential recipients and they must abide by the confidentiality requirements of the district.

Criteria for school district awards and scholarships shall be developed consistent with school district goals and objectives.

For scholarships awarded or managed by the school district, payment of the award shall generally be made to the student upon verification of enrollment and attendance. In some instances, for larger awards payment may be spread between two semesters or paid out in full for the second semester of first year attendance.

The school district shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Legal References: Section 118.13 Wisconsin Statutes, PI 9.03(1) of the Wisconsin Administrative Code

Cross References: Discrimination Complaint Procedures, Board Policy, Student Handbook

BULLYING			
Date Approved:	7/26/10	Date Revised:	7/24/17

Introduction

The Birchwood School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to designated staff members (a school staff member or administrator designated by the Board of Education to be a recipient of such reports).

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to a school employee. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. The recipient of the report will make a written record of the report, including all pertinent details.

The school employee receiving a report of bullying shall immediately notify the principal, special services, or school counselor.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

The person assigned by the district to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public. On an annual basis students will be presented a copy of this policy and shall acknowledge receipt and reading of it in writing.

I acknowledge receipt and reading of the bullying policy and agree to following the policy.

(Student Name)

(Date)

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.

CLASS DROP POLICY			
Date Approved:	1/21/91	Date Revised:	2/24/20

A student may drop or enroll in another course in the time sequence established by the school at the beginning of each 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 a 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 rest with the administration and/or his or her designee. Staff will need to acknowledge receipt of class list schedule changes via a signature on the Schedule Change Form.

Student generated schedule changes may occur under the following conditions:

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

CODE OF CLASSROOM AND STUDENT CODE OF CONDUCT			
Date Approved:	1/21/91	Date Revised:	4/19/99, 1/28/19

Code of Classroom

The Birchwood School District is committed to maintaining a safe and orderly class environment conducive to teaching and learning. Teachers are expected to create a positive learning climate for students in their classrooms and to maintain proper order. Students are expected to behave in classrooms in such a manner that allows teachers to effectively carry out their lesson plans and students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, Administration and their classroom teachers. Students are expected to come to school, and to every class, ready and willing to learn. Parents/Legal guardians 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.

Student Code of Conduct

Student behavior that is dangerous, disruptive, unruly, or that interferes with a teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

A teacher employed by the District may temporarily remove a student from the teacher's class if the student violates the terms of this Code of Classroom Conduct. 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. Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parent(s)/legal guardian(s) of the student, and/or teacher(s) may request a meeting with administration. Where possible, such meeting shall take place within three (3) school days of the request for a meeting.

At the meeting, the principal shall inform the parent(s)/legal guardian(s) and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision.

This code of student conduct applies to all students in grades PK-12. Student behavior that is dangerous and that interferes with the teacher's ability to teach effectively will not be tolerated. Students violating conduct standards may be disciplined in accordance with such codes, Board policies, and state laws.

For purposes of this policy, a teacher is any employee of the school, or substitute, employed by the school. A student under this policy is any registered student or visiting student in the district.

Student Removal from Class

A teacher may remove a student from class for dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes, but is not limited to the following:

- a. repeated disruption or violation of classroom rules
- b. possession or use of a weapon or other item that might cause bodily harm to persons in the classroom or school
- c. being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies, consumption of tobacco, e-cigarettes, e-cigarette paraphernalia and related substances (including unlabeled containers believed to be used in e-cigarettes) and any other look-alikes for tobacco, alcohol or other illegal substances
- d. behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment
- e. Fighting
- f. taunting, baiting, inciting, and/or encouraging a fight or disruption
- g. disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- h. pushing or striking a student or staff member
- i. obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- j. interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means
- k. dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder
- l. restricting another person's freedom to properly utilize classroom facilities or equipment
- m. repeated classroom interruptions, confronting staff argumentatively, making noises or refusing to follow directions
- n. throwing objects in the classroom
- o. repeated disruptions or violation of classroom rules
- p. excessive or disruptive talking
- q. behavior that causes the teacher or other student fear of physical or psychological harm
- r. physical confrontations or verbal/physical threats
- s. willful damage to school property
- t. defiance of authority (willful refusal to follow directions or orders given by the teacher)
- u. possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others
- v. repeated use of profanity or vulgar language

Removal of students from classrooms who are identified as "disabled" under IDEA or Section 504 will be conducted under the guidelines and/or rules of those state and federal programs. 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, some students covered by the IDEA have a behavior plan, which will address (a) whether and to what extent the student should be expected to conform to the behavior 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 issues of the Student Code of Conduct and behavior plans at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

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) cumulative 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.

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to temporary removal from class. Except in extreme cases, teachers are expected to follow steps in their classroom management plan prior to removing a student. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

1. obtain coverage for the class by another adult and escort the student to the District office;
2. seek assistance from the main office or other available staff.

When a student is removed from class for disciplinary reasons, the teacher shall send the student to the Principal or designee and inform him/her of the reason for the student's removal from class. A written or verbal explanation of the reasons shall be given to the principal or designee as soon as possible or within 24 hours of the student's removal from class. The Principal or designee shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The Principal or designee shall then determine the appropriate educational placement for the student who has been removed from a class. If a disciplinary action is going to be taken against the student, the Principal or designee will inform the parent(s)/legal guardian(s) within two school days about this action and the consequence that has been assigned. A conference may be held with the Principal or designee, the parent(s)/legal guardian(s) and student before the student is allowed to return to class.

Placement Procedures

The administration or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

1. An alternative education program approved by the Board. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs.
2. Another class in the school or another appropriate place in the school.
3. Another instructional setting.
4. The class from which the student was removed if, after weighing the interests of the remove student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative.

When making placement decisions, the building principal or designee shall consider the following factors:

1. The reason the student was removed from class (severity of the offense/offenses)
2. The type of placement options available for students in the school and any limitations of such placements (costs, space availability, location)
3. The estimated length of time of placements
4. The student's individual needs and interests
5. Whether the student has been removed from a teacher's class before (repeat offender)

6. The relationship of the placement to any disciplinary action
7. Whether the student is student with an IEP or 504 plan

The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent(s)/legal guardian(s) may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by law.

All placement decisions shall be made consistent with state and federal laws and regulations.

Parent(s)/Legal Guardian(s) Notification Procedures

1. If deemed appropriate, the building principal or designee shall notify the parent(s)/legal guardian(s) of a student, in writing and/or by telephone, when a teacher has a student removed from a class for disciplinary reasons. This notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as practicable after the student's removal from a class and placement determination.
2. If the removal from class and change in educational placement involves a student with a disability, parent(s)/legal guardian(s) notification shall be made consistent with state and federal laws and regulations.
3. If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension or expulsion), the student's parent(s)/legal guardian(s) shall also be notified of the disciplinary action in accordance with legal and policy requirements.

The District does not discriminate against students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, or handicap.

CONDUCT ON BUSES			
Date Approved:	4/25/94	Date Revised:	8/26/19

All students are potential bus riders. Since buses are an extension of the classroom, students are expected to conduct themselves according to the same expectations as when they are in school.

Rules

1. Rider must be seated in assigned seat.
2. Follow directions issued by the bus driver.
3. Keep hands, feet and all other objects to yourself.
4. No student will participate in action or activity that endangers the health, safety or welfare of any rider on the bus.

Bus rules, along with a seating chart, may be posted in every bus so they are clearly visible to all riders.

Procedures for Handling Disciplinary Problems

Violations of school bus rules may be handled as follows:

First Offense: Official warning/conference with student, copy of report sent to parent.

Second Offense: 1-3 day suspension of riding privileges, phone call to parent, copy of the report sent to parent.

Third Offense: 3 day riding suspension, phone call to parent, conference with parent, school official, driver, and student may be required.

Fourth Offense: 3-5 day riding suspension; pre-expulsion conference with, report sent to parent (conference may result in the decision to recommend expulsion to the student from the bus at this step.

Fifth Offense: 3-5 day riding suspension with extension, pending notice of bus expulsion hearing.

Each report shall be reviewed on a case by case basis taking the following criteria into consideration:

1. Prior history of bus discipline
2. Frequency of violations
3. Length of positive behavior between violations
4. Seriousness of report violation

Depending on the severity or type of offense, disciplinary offenses may vary as determined by the administrator.

Bus Cameras

In an effort to increase bus safety, video cameras may be installed and operated on any bus at any time and may be reviewed by authorized personnel to assist with the enforcement of bus rules.

Severe Clause

In cases involving serious misconduct, the student involved may be suspended or expelled from bus riding privileges in accordance with the due process procedure outlined in Wisconsin Statute 120.13(1) without the necessity of following the policies set forth in steps 1-5 above.

Conduct causing the implementation of this severe clause could include but is not limited to the following:

1. Fighting
2. Display or use of weapons
3. Destruction of property
4. Use and/or possession of alcohol, tobacco or illegal substance
5. Gross insubordination
6. Use of profanity toward the bus driver.

Note: Wisconsin Law 118.15 requires that a student attend school regularly during the full period and hours of a normal day. A bus riding suspension does not eliminate the student's obligation to attend school. The parent/guardian will be responsible for the student's transportation both to and from school during the riding suspension. Failure to attend school shall result in an unexcused absence.

Bus Pass

Students needing a bus pass must present a note from a parent/guardian to the office or the parent/guardian must call the office.

Reference: Wisconsin Statute 120.13(1), Wisconsin Law 118.15

CONTRACT FOR GRADUATION			
Date Approved:	3/21/94	Date Revised:	2/24/20

School Districts through their Boards have the authority to impose graduation requirements in excess of minimum state requirements. In an effort to produce the highest quality graduate possible, the Birchwood Schools Board of Education has adopted graduation requirements which in comparison to some are fair but stringent.

The following chart represents the school class structure as it relates to the student's earned credits. The student's cumulative earned credits are annotated just above the Chart. This placement on the chart now determines what class membership, rights and privileges the student acquires upon entering Birchwood School. This placement also determines how many additional credits will be required by the student to earn a diploma.

A Credit Analysis sheet is attached. This credit analysis assigns the student's earned credits to the core or elective areas. The total credits needed by the student can be adjusted but there is less leeway as many credits are mandated by the state. Therefore careful monitoring of a students' credit achievement and CLASS SELECTION must be contracted for by the student, parent/guardian and school (Guidance Counselor)

Birchwood High School Contract for Graduation

Name: _____

Credit Total: _____

Circle: Transfer Foreign Exchange Other:

Subject	Credits at Entry	BHS Requirement	Credit Expectations
English		4.0	
Social Studies		3.0	
Math		3.0	
Science		3.0	
Phys Ed		1.5	
Health		0.5	
Fine Arts		1.0	
Business/Tech Ed		1.0	
Portfolio		1.0	
Electives		10.0	
Total		28.0	

Contract Rationale:

The above calculation was determined as a result of an analysis of the student's previous education. If you have questions about or disagree with this result, this is the time to register your disagreement with administration. Every effort will be made to schedule the student's remaining high school career of attendance to fulfill the core course requirements and total credit into a standard graduation time frame. The quarter scheduling system is particularly good for this. It is imperative, however, that a full schedule is maintained and special emphasis be given to scheduling each period possible with core courses.

In signing this contract, Birchwood School District is certifying the minimums it will require for an individualized diploma. It also agrees to not increase the amount unless directed to do so by state or federal mandates. School personnel will assist with the scheduling process.

In signing this contract, the student and parent/legal guardian are agreeing with the credit assessment and credits required. The student and parent/legal guardian are also taking responsibility for the scheduling

of the remaining core courses and total credits required. This agreement shall become a binding contract for graduation.

Student Signature: _____ Date: _____

Parent/Legal Guardian Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Guidance Counselor Signature: _____ Date: _____

DIRECTORY INFORMATION			
Date Approved:	1/04	Date Revised:	5/21/18

The School District of Birchwood, based upon federal law, with certain exceptions must obtain parental written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1)

If a parent does not want the School District to disclose directory information from a child's education records without parental prior written consent, he/she must notify the District in writing by a specified date the School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth

- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

DISCIPLINE/SECLUSION AND RESTRAINT	
Date Approved:	Date Revised: 12/17/18

It is the responsibility of School District personnel to assure that students are provided with an appropriate learning environment. The Board recognizes that there may be times when a student will engage in dangerous or disruptive behavior that requires immediate attention. In such cases, school personnel shall avoid the use of (1) any unlawful behavioral intervention; or (2) any unreasonable and excessively restrictive intervention. Positive behavioral interventions and supports are the District's preferred means of preventing and addressing inappropriate student behavior that does not present a direct threat to safety or to any person's well-being but that does interfere with the student's learning, the learning of others, or school operations.

Students shall not be subjected to the use of corporal punishment at any time. Corporal punishment means intentionally inflicting or causing to be inflicted physical pain for the purpose of punishment or as a disciplinary action. It includes, for example, paddling, slapping or prolonged maintenance of physically painful positions.

It is the policy of the Board of Education to permit the use of seclusion and restraint only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, it is the least restrictive intervention feasible and it is performed in a manner consistent with this policy and law. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others.

Professional staff as well as support staff, within the scope of their employment, may use and apply reasonable and necessary force to:

- A. quell a disturbance threatening physical injury to self or others;
- B. obtain possession of weapons or other dangerous objects upon or within the control of the student;
- C. use self-defense or defend others;
- D. protect property;
- E. remove a disruptive student from school premises, a school-related activity, or a district vehicle;
- F. prevent a student from inflicting harm on himself/herself;
- G. protect the safety of others.

In addition, staff members may use or apply incidental, minor, or reasonable physical contact designed to maintain order and control within the scope of employment. When a staff member is unable to adequately handle a behavior situation alone, he/she shall contact the building principal/crisis intervention team immediately.

All employees and "covered individuals" shall comply with State and Federal law regarding the Use of Seclusion and Restraint.

Seclusion is defined in the law as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Individuals covered by the law include employees of a public or charter school and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

The "covered individuals" (school employees and contracted individuals who provide services for a public or charter school) may use seclusion with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The seclusion lasts only as long as necessary to resolve the risk to physical safety.
- C. A covered individual maintains constant supervision of the student.
- D. The seclusion room or area is free of objects or fixtures that may injure the student.
- E. The student has adequate access to bathroom facilities, drinking water, necessary medication, and meals.
- F. No door connecting the seclusion room or area to other rooms or areas is capable of being locked.

Physical Restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. The "covered individuals" may only use physical restraint on or with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk.
- C. There are no medical contraindications to the use of physical restraint.
- D. None of the following maneuvers or techniques are used:
 - 1. those that do not give adequate attention and care to protecting the student's head
 - 2. those that cause chest compression
 - 3. those that place pressure or weight on the student's neck or throat
 - 4. those that do not constitute corporal punishment
 - 5. those that do not use mechanical or chemical restraints

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include: 1) if a student is not confined to an area from which s/he is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to regain control or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student.

Parental Notice and Written Report Requirements

Whenever seclusion or physical restraint is used with or on a student, the Principal or his/her designee shall notify the student's parent or guardian as soon as practicable but no later than one (1) business day after the incident. The notice shall advise the parent of the incident and of the availability of the written report.

Written notification to the parents/guardian and documentation to the student official school record shall include the following:

- A. the name of the student
- B. name of the staff member(s) administering the restraint
- C. date of the restraint and the time of the restraint began and ended
- D. location of the restraint
- E. narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint and the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
- F. documentation of all parental contact and notification efforts

All incidents involving the use of student seclusion under this policy and all incidents involving a significant physical encounter between a student and any District official, employee, or agent shall be reported to the building principal and to the parents or guardians of the student involved.

The school principal, or his/her designee, will be required to prepare and present an annual report to the Board of the number of incidents involving seclusion or physical restraint, the total number of students involved and the number of students with disabilities involved in such incidents.

Individual Education Program (IEP) Requirements

The law requires that for students with identified disabilities under the Individuals with Disabilities in Education Act (IDEA), the first time that seclusion or physical restraint is used on a "child with a disability," the student's Individual Education Program (IEP) team must convene as soon as possible after the incident. The IEP team shall review the student's Individualized Education Plan to ensure that it contains appropriate positive behavioral interventions and supports to address behaviors that are of concern and to revise the IEP if necessary.

Mandatory Training for Staff

Staff who engage in the lawful use of physical restraint shall obtain training as to the methods of preventing the need for physical restraint, identification of dangerous behaviors that may indicate the need for physical restraint and the methods of evaluating risk of harm such that physical restraint is warranted, experience in administering and receiving various types of restraint, instruction on the effects of restraint, monitoring signs of distress during restraint, obtaining medical assistance and demonstrating proficiency in administering physical restraint.

Pursuant to State law, the District Administrator, or his/her designee, shall create and maintain a record of the training received by the employees and school staff covered by the State law governing Seclusion and Restraint (Act 125).

Limited Training Requirement Exception

Training for staff in the use of physical restraint is required unless the situation is an emergency and a trained individual is not immediately available due to the "unforeseen nature of the emergency." However, at a minimum the school in which physical restraint is used must ensure that at least one (1) employee has been trained in its use.

The School District shall not discriminate in standards or rules of behavior or disciplinary measures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, color, religion, sexual orientation or physical, mental, emotional or learning disability.

Legal Reference

Individuals with Disabilities Education Act, as amended, Wis. Stats. Chapter 115 and 118 (115.787 and 118.305)

DRUG FREE-STUDENTS			
Date Approved:	6/15/92	Date Revised:	4/23/18, 11/18/19

The Birchwood School District is committed to maintaining a drug-free place. To protect the health and safety of students, no student shall manufacture, distribute, dispense, possess, use or be under the influence of alcohol or drugs in any school building or on school premises; or off school property during any school-sponsored or school-approved activity, event or function.

Therefore, the following conduct is strictly prohibited by students on school property:

- The unlawful manufacture, distribution, dispensing, possession or use of controlled substances. -The use or possession of alcohol.
- Being under the influence of alcohol or controlled substances.
- The sale, delivery or intent to sell or deliver alcohol or controlled substances
- The sale, distribution or intent to sell or distribute look-alike controlled substances (substances that are represented as an illegal drug regardless of the true nature of the substance) or synthetic drugs that produce similar subjective effects to illegal recreational drugs.
- The use, possession or distribution of drug paraphernalia.
- The sale or distribution of prescription medication.
- The misuse of prescription medication or nonprescription drug products.

For the purposes of this policy:

“Drugs” include, but are not limited to, controlled substances as defined by state and federal law, drug paraphernalia, hazardous inhalants, copycat or synthetic drugs, and look-alike drugs (substance that are represented as drugs regardless of the true nature of the substance). Prescription medication will be exempt from this policy only when used by the individual for whom the medication was prescribed, and in the manner and amount prescribed. Over the counter medication will be exempt from this policy when used consistently with the stated purpose of the medication and in the manner and amount directed.

“Alcohol” includes, but is not limited to, copycat or synthetic alcohol and look-alike alcohol (substances that are represented as alcohol regardless of the true nature of the substance).

In addition, no student shall use tobacco in any school building or on school premises, in any school-owned vehicle used to transport students, or off school property during any school-sponsored or school-approved activity, event, or function. For the purposes of this policy, “tobacco” includes, but not omitted (should the word be “limited”), to, cigarettes (including clove cigarettes, electronic cigarettes, nicotine vaporizers, and other substitute forms of cigarettes); cigars, juul devices, vaping devices, or any other look-alike devices, loose tobacco, smokeless tobacco (including dipping tobacco, chewing tobacco, and snuff); liquid nicotine, and other substances containing tobacco.

This policy does not prohibit the use of prescription medication by students to whom it is prescribed and in the manner it is prescribed.

Wearing or displaying clothing, posters, etc. that advertise or promote the use of alcohol, drugs, or tobacco products is prohibited.

Failure to abide by this policy shall result in disciplinary action in accordance with the procedures established by the Board of Education. Students may also be referred to law enforcement authorities for prosecution.

Legal References:
Wisconsin Statutes

Section 111.35 [use or nonuse of lawful products; exceptions and special cases]
 Section 120.13 [school board powers, including broad power to do all things reasonable for the cause of education]
 Section 121.02(1)(i) [safe and healthful facilities]
 Section 125.09 [restriction on alcoholic beverages on school grounds]
 Chapter 961 [controlled substances laws]
 Federal Laws
 Drug-Free Workplace Act of 1988 [drug-free workplace requirements]

EARLY ENTRANCE ADMISSION TO SCHOOL	
Date Approved: 6/21/04	Date Revised: 2/25/19, 1/27/20, 3/22/21

The Board of Education shall establish student entrance age requirements, which are consistent with Wisconsin Law and sound educational practice and which ensure equitable treatment.

- I. Preschool - a child is eligible for four-year-old preschool when the child attains the age of four (4) on or before September 1st of the year in which the child applies for entrance and meets residence requirements.
- II. Kindergarten – a child is eligible for five-year-old kindergarten when the child attains the age of five (5) on or before September 1st of the year in which the child applies for entrance and meets residence requirements.
- III. First Grade – a child must be six (6) years of age on or before September 1 in the year of enrollment, and must have successfully completed a formal 5-year-old kindergarten program.

Early Admission – A child who does not meet the date requirements set forth above for entrance into preschool, kindergarten or first grade may apply to the Principal for early admission if the child's birthday falls between September 2-September 30 of that school year. Applicants for early admission must meet the standards, conditions, and procedures prescribed by the State and those adopted by the Board. The criteria for early admission will be based on the ability to cope intellectually, socially, physically and emotionally within the school environment.

The decision to allow a student to enter school early in advance of his/her age-mates should be made with extreme caution. Research in the area of student growth and development has indicated that intellectual measures alone are insufficient evidence of a student's readiness for school. The following guidelines establish a procedure which will enable the student to gain early admission while taking every precaution not to jeopardize the educational outlook for a student whose interests may best be served by entering school with his/her chronological age group. It is the position of the Board of Education (Board) that the student would best be served by entering with their age group except in an unusual, unique situation.

Procedures:

The following guidelines apply to early admission procedures.

Step 1: The parent(s)/legal guardian(s) shall make a written formal application. The letter of application should be submitted prior to May 15th. Only parent(s)/legal guardian(s) moving into the District after May 15th will be given special consideration. The letter of application shall be sent to the school principal.

Step 2: Parent(s)/Legal Guardian(s) Interview and Visit: The school principal and guidance counselor shall arrange an interview with the parent(s)/legal guardian(s) and student. At the time of the interview, the following should occur:

- a. The school principal and guidance counselor will determine the parent's/legal guardian's reasons for desiring early admission and will review Board policy and the guidelines covering early admission procedures.

- b. Arrangements will be made for an evaluation. A time and date will also be determined for the student to visit a Preschool, Kindergarten and/or First Grade classroom for one session so that the student may be evaluated by a classroom teacher and/or guidance counselor.
- c. The student is recommended to have a physical and dental exam.
- d. Immunization records must be up to date in compliance with Wisconsin law.
- e. An informal report submitted by the teacher and/or guidance counselor summarizing the initial student screening shall be completed and shared with the principal and the parents/guardians.
- f. If the student displays readiness for early admission as determined by the teacher, principal and guidance counselor, the student will move to Step 3 and/or Step 4. If the student does not display readiness for early admission as determined by the teacher, principal and guidance counselor, the student will not be recommended for Step 3 and will not be recommended for early entrance.

Step 3: If the principal, teacher and guidance counselor believe that the student displays readiness for early admission, the student will be invited to participate in the preschool summer school program. This step is not mandatory but highly recommended to give the student an opportunity to participate in a classroom setting. During the preschool summer school program, the teacher, principal, and/or guidance counselor will informally evaluate the student for readiness. If the student continues to display readiness for early admission as determined by the teacher, principal and/or guidance counselor, the student will move to Step 4. If the student does not display readiness for early admission as determined by the teacher, principal and/or guidance counselor, the student will not be recommended for Step 4 and will not be recommended for early entrance.

Step 4: Conditional Placement in the classroom: An early admission placement is conditional in nature. The placement is subject to review by the teacher, principal, and/or guidance counselor anytime during the first month of school. During that time, the team may determine that the early admission placement is not in the best interest of the student and may recommend that the placement be terminated. A recommendation for termination of placement by the team will terminate the eligibility of the student for continued enrollment.

Right to Withdraw Application: Communication will be maintained with the parent(s)/legal guardian(s) during the process. At any time during the process, the parent(s)/legal guardian(s) have a right to withdraw the application for early admission. If the initial screenings and evaluation are not suggestive of meeting the standards for early admission, school personnel may counsel parent(s)/legal guardian(s) to withdraw the application. However, evaluations/screeners will be scheduled unless the application is withdrawn.

Appeal Procedures: The decision of the team not to recommend early admission may be appealed to the District Administrator. A decision of the team to terminate a conditional

Reference: Wisconsin Statutes 115.28(8) & 118.14

EARLY GRADUATION		
Date Approved:	1/21/91	Date Revised:

Each request for early graduation will be judged individually by the Board of Education. All regular graduation credit requirements must be met. A minimum of seven semesters in attendance is required.(3 1/2 years) No less than the final two semesters of schooling shall be spent as a full-time student at Birchwood High School in order to graduate early.

An application from the student in writing is required and parental signature form is required. This request must be initiated during the spring registration period prior to the senior year for those students requesting mid-year graduation.

A parent-student-counselor-principal meeting is required.

When the above is completed the counselor will recommend approval or disapproval to the board based on:

1. The student's academic achievement.
2. The student's maturity.
3. Written approval from the parent.
4. The student's rationale for wishing to graduate early.
5. The board may request a meeting with the student and his parents.
6. Those students approved for graduation after seven semesters will be ranked with the class in which they entered grade nine. They will be eligible for honor Awards, scholarships and other awards with this same class with which they entered grade nine.
7. Students allowed to complete their schooling in seven semesters will be ranked with their classmates for all purposes including scholarships. They should be aware that only one graduation ceremony is held each year in May or June and they are eligible to participate.

The above programs have been approved for students with special situations or needs. Students completing requirements under this plan will terminate all student participation and rights at Birchwood Schools upon such completion of their high school work. This completion date will be the final day in which the student is enrolled at Birchwood High School.

ENROLLMENT STATUS (FULL TIME STUDENTS)		
Date Approved:	6/21/04	Date Revised: 2/25/19

I. The Board of Education establishes the following residency policy for determining eligibility to attend the schools of this District.

A. The Board will educate, tuition-free, students who are legal residents of the District. Proof of residency may be required for registration in the District except for homeless children. Homeless students unable to provide such proof will be enrolled immediately.

B. A nonresident student may apply for full-time enrollment in the District under the open enrollment program, as outlined in the Open Enrollment Policy.

C. Foreign students, participating in a recognized, foreign-exchange program and living with a resident host family, will be admitted tuition-free.

D. A student whose parent or legal custodian is a resident of this state, but not a resident of the school district may apply to the district for enrollment in the school district. The application shall be accompanied by a written declaration of the parent or legal custodian that residence will be established in the school district by a specified time. If facilities are adequate, the school board may permit the pupil to enroll in the district, and may require prepayment of a tuition fee for 9 school weeks or may waive the tuition requirement for that pupil. If the parent or legal custodian

establishes residence in the school district within such 9 school weeks, the school board shall refund the tuition fee. If such residence is not established there shall be no refund of the tuition fee, but another written application for enrollment may be filed for the next succeeding 9 school weeks and, upon prepayment of a tuition fee for such 9 school weeks, the school board may permit the pupil to continue enrollment or re-enroll. If the parent or legal custodian establishes residence in the school district within the second 9 school weeks, the school board shall refund the tuition fee for the second 9 school weeks.

E. Upon request of a student's parent or guardian, a student who has attained 12th grade status in the Birchwood School District, and is a resident of the district at the time of gaining such status shall be allowed to complete 12th grade without payment of tuition, even though the pupil is no longer a resident of the school district.

F. A resident student, otherwise eligible to attend school in the District, may be denied admission when he/she is still under an expulsion order from the present or a previous school district unless otherwise determined by the Board of Education.

G. Students enrolled in the special education program of this District whose parents do not reside within the District may attend as tuition students with tuition computed pursuant to 121.83(1)(c) Wis. Stats.

H. Minor students, residing in the district but not living with a parent or legal custodian and who have been emancipated – such as by marriage, formal or informal agreement, or parent abandonment, may establish his/her own residence and may continue enrollment or enroll in the district.

I. The District shall collaborate with the county child welfare agency in ensuring the educational stability of children in out-of-home care (foster care). The District will assist the appropriate child welfare agency representatives in making “best interest of child” education decisions, including the determination of whether or not it is in a child's best interest to remain in his/her school of origin or to enroll in a new school and/or District. Children in foster care shall have equal access to the same free, appropriate public education as provided to other children in the District. They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including educational services for which the children meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

J. Tuition students may be accepted in accordance with State law and the approval of the Superintendent. The District shall waive tuition when required by State law to do so.

K. 4-year-old preschool students may be counted as a .5 or a .6 student, depending on hours of instruction and hours of outreach.

II. Any student seeking entrance into the School District must reside within the established boundaries of the District, except as otherwise provided by State statute.

A. The School District shall accept elementary and secondary transfer students from other schools. Families who move into the District after registration are encouraged to contact the District office as soon as possible.

B. The administration shall verify the age and residence of children enrolled in the District schools. Immunization records of students admitted to the District's elementary and secondary schools shall be presented as required by law.

C. The school principal shall have authority to determine the grade level at which a student shall be placed.

III. Students entering the District from a home-based private educational program shall be required to provide evidence of academic accomplishments. When such information is not available, or a recommendation is made by the administration, students will be academically tested for placement in the School District.

IV. Older Students – An adult student who is a resident of the District and over 20 years of age may enroll in a class with the approval of the school principal.

Legal reference:

121.77 et seq., 880.04, Wis. Stats.

Sections 121.81 (2)(a), 121.81 (1)(b), 115.00(38), 115.77, 118.13, 118.14(2), 120.13(1)(f), 252.04, Wis. Stats.

PI9 Wis. Adm. Code

Thayer Ruling

42 U.S.C.11431

McKinney-Vento Homeless Assistance Act

FOREIGN EXCHANGE STUDENTS - OUTBOUND			
Date Approved:	7/25/16	Date Revised:	6/27/16

Students are encouraged to pursue Foreign Exchange programs that enhance their Birchwood educational opportunities. These may be of varying length, up to and including a year.

A student who is accepted into a recognized Foreign Exchange program that is approved by the School Administration shall be subject to the following conditions:

1. Continuous Enrollment – The Birchwood student shall remain enrolled (as determined by Administration) at Birchwood School for purposes of meeting the number of semesters of school attendance needed for graduation.
2. Graduation – The Birchwood student shall be able to graduate during the school year in which he/she earns the necessary credits for graduation.
3. Foreign Exchange Coursework – As a general rule Core Subjects coursework completed in a foreign country will not be counted for grades or Core Subjects credit for graduation, but may be counted as Pass/Fail elective Non-Core Subject elective. The number of credits so awarded will be determined by Administration.
4. Coursework Exceptions - Exceptions for this may be granted based upon specific courses completed that may be applicable to Birchwood's courses. All exceptions must be approved in writing by the School Board. In most instances, when credit is awarded the grade shall be Pass/Fail unless the course is so similar to a typical Birchwood course.

FULL DAY ATTENDANCE		
Date Approved:	2/18/91	Date Revised: /

A student is considered to be in school a full day whenever they are here 4 1/2 hours.

GRADE ADVANCEMENT POLICY (4TH & 8TH GRADES)		
Date Approved:	4/15/02	Date Revised: 2/24/20

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

A student will be promoted to the succeeding grade/course level when the student has demonstrated one (1) or more of the following:

- A. completed the requirements;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present instructional level;
- C. demonstrated sufficient proficiency in required district assessments to permit the move ahead in the educational program of the next instructional level;
- D. met the criteria established by the State of Wisconsin.

4th and 8th Grade Advancement Requirements – according to State Statute [118.33(6)] no student may be promoted from the fourth grade to fifth grade or from the eighth grade to ninth grade unless the student satisfies specific criteria for advancement as outlined in this policy. No student shall be promoted unless the student has satisfied the following criteria:

CRITERIA FOR GRADE ADVANCEMENT

- **GRADE FOUR**

Students moving from 4th to 5th grade are to achieve each of the following:

1. MATH – 1 or more of the following:
 - a. Score proficient or above on the Math section of the 4th grade Forward exam
 - b. Proficient or above yearly average math grade
2. READING – 1 or more of the following:
 - a. Score proficient or above on the Reading section of the 4th Grade Forward exam
 - b. Proficient or above yearly average reading grade
 - c. Alternate reading assessments
3. WRITING – 1 or more of the following:
 - a. Score proficient on the Writing test of the 4th Grade Forward exam

- b. Proficient or above yearly writing grade
- 4. SOCIAL STUDIES – 1 or more of the following:
 - a. Proficient or above yearly average grade in social studies
 - b. Proficient or above on the Forward exam Social Studies section
- 5. SCIENCE – 1 or more of the following:
 - a. Proficient or above yearly average grade in science
 - b. Proficient or above on Forward exam Science section
- 6. Students with disabilities shall participate in state-required testing, with appropriate accommodations and alternative assessments where necessary and as indicated in the student's individualized education program (IEP). Decisions regarding the testing of limited-English proficient (LEP) students shall be made on an individual basis in accordance with Board policy and established procedures.
- 7. If all the above standards are met, the student will move to 5th grade.
- 8. If any of the above standards are not met, there will be a review by a committee. Students not meeting the standards may receive:
 - a. Endorsement to move to 5th grade with scheduled interventions in place
 - b. No endorsement (do not move to 5th grade) from Grade 4

Teacher Committee Recommendation

A student who does not meet the Fourth grade promotion criteria listed above may still be promoted to grade five upon the recommendation by a committee. The process of securing such a recommendation is subject to the following guidelines:

1. The recommendation will be a team decision. The members of the team will include the following:
 - Building principal
 - Elementary school guidance counselor
 - Teacher from grade three and grade four
 - Reading Specialist
2. The building principal or his/her designee will announce and chair the meeting of the recommendation team to decide whether or not to recommend that the student be promoted to grade five. The building principal or his/her designee will maintain records of the meeting and the team's decision, and the principal will notify the parent(s) or guardian of the decision
3. The recommendation criteria will include:
 - Growth on Fountas and Pinnell Assessment
 - Growth on STAR Test
 - Growth academically from third through fourth grade
 - Unit tests for the year from areas where required level was not met.
4. Decisions of the team will be based on a majority vote of all those present making the decision.

D. Successful Completion Of Summer School

Should the student fail to secure a recommendation from the teacher committee, then that student must successfully complete summer school to be promoted. The summer school will be designed to help the student in the academic areas that the student has shown need of remediation. The principal will notify the parents or guardian when a summer school experience is necessary for promoting the student.

Student Promotion from 8th to 9th Grade will be Based on the Following:

1. No student may be promoted unless the student satisfies the District criteria for promotion outlined below. Criterion (a) and (b) will be considered first. When a student meets criteria (a) and (b), criterion (c) will not be considered. When a student does not meet criterion (a) and/or (b), then criterion (c) must be met for a student to be promoted.
 - a. Students will attain an average grade of D- or above in each of the core subject areas (reading/language arts, mathematics, science, and social studies) at that grade level.
 - b. Students must attain a proficiency level of “basic” or above in four of the five subtests (reading, language arts, mathematics, science, and social studies) on the Forward assessment given at each grade level.
 - c. Students must obtain recommendation from a team of educators who have based their written recommendation solely on the academic performance of the student. (See “Teacher Committee Recommendation” below)
2. Accommodations to the above requirements may be made for students with special needs or requirements, including students with disabilities and those with limited English proficiency, consistent with state law and established District policies and procedures.
3. The principal along with a teacher committee will determine whether a student has satisfied the criteria of this policy. If a student has satisfied the above criteria, the student may be promoted at the end of their academic year. Parents/guardians may appeal student promotion decisions in writing to the district administrator within 10 days of notification of the promotion decision. If necessary, further appeals must be made in writing within 10 days to the Birchwood School District School Board.
4. Successful Completion Of Summer School - Should the student fail to secure a recommendation from the teacher committee, then that student must successfully complete summer school to be promoted. The summer school will be designed to help the student in the academic areas that the student has shown need of remediation. The principal will notify the parents or guardian when a summer school experience is necessary for promoting the student.

Teacher Committee Recommendation

A student who does not meet the Eighth grade promotion criterion listed above may still be promoted to grade nine upon the recommendation by a teacher committee. The process of securing such a recommendation is subject to the following guidelines:

1. The recommendation committed will be a team decision. The members of the team will include the following:
 - Building principal
 - Middle school guidance counselor
 - Teachers from the four core subject areas
 - One or two teachers from elective areas, as chosen by student
2. The building principal or his/her designee will announce and chair the meeting of the recommendation team to decide whether or not to recommend that the student be promoted to grade nine. The building principal or his/her designee will maintain records of the meeting and the team’s decision, and the principal will notify the parent(s) or guardian of the decision. Decisions will be based on:
 - Improvement shown throughout year in academic areas
 - Participation in the after school program
 - Effort by the student to seek additional help when needed

Exceptions

Exceptions to this policy will be granted only for students identified as having Exceptional Educational Needs (WI Stats. 115.76). Such students will meet graduation requirements except as otherwise specified in their Individualized Education Program (IEP) as defined in WI Stats: 115.75, 115.78.

GRADUATION HONORS REPLACING VALEDICTORIAN & SALUTATORIAN	
Date Approved: 6/19/95, 7/25/16	Date Revise: 6/15/09, 6/27/16, 2/25/19, 8/26/19

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. (Infinite Campus transcripts round to the nearest hundredths from the thousandths place which may cause the GPA at the 10th place to change. The GPA on Infinite Campus may not reflect the GPA used when determining the Valedictorian and Salutatorian.)
 - 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 or Salutatorian, the following steps will be used to break the tie:

. 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 Early College Credit Program and Start College Now classes in core subjects.

- a. Number of credits earned in five (5) core subjects. (For Class of 2019 this tie breaker becomes c.)
- b. Total Grade Points earned for Early College Credit Program and Start College Now classes (e.g. TGP = Credits X Grade Points) (For Class of 2019 this tie breaker becomes b.)
- c. Student with most credits earned.
- d. ACT Composite – Highest composite score from results that have been received by the District.
- e. ACT Academic Scores – Highest sum of all core subject scores (Reading+Language+Science+Math+ Writing) from any scores received by District.
- f. Coin flip if all of above are equal.

8. Effective for the Class of 2019: If two or more students tie for Valedictorian or Salutatorian, the following steps will be used to break the tie:

. 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/Early College Credit Program/Start College Now classes in core subjects.

- a. Total Grade Points earned for Early College Credit Program or Start College Now classes (e.g. TGP = Credits X Grade Points)
- b. Number of credits earned in five (5) core subjects .
- c. Student with most credits earned.
- d. ACT Composite – Highest composite score from results that have been received by the District.
- e. ACT Academic Scores – Highest sum of all core subject scores (Reading+Language+Science+Math+ Writing) from any scores received by District.
- f. Coin flip if all of above are equal.

HIGH SCHOOL GRADUATION REQUIREMENTS			
Date Approved:	4/15/02	Date Revised:	8/17/09, 6/27/16

Current Through Class of 2018

Through the Class of 2018 all students graduating from the School District of Birchwood must meet the requirements of this policy to be awarded a high school diploma. The criteria will be applied to earlier graduating classes upon approval by the School Board.

The Birchwood Board of Education requires each student to satisfactorily complete a minimum of 28 credits in the high school grades to be issued a diploma.

Credit Requirements:

The 28 credits must consist of a minimum of:

- Four credits of English
- Four credits of Social Studies
- Three credits of Math
- Three credits of Science
- One and one half credits of Physical Education
- ½ credit of Health
- One credit for approved School to Work Portfolio
- 11 elective credits

Civics Test – All Birchwood students shall pass the State required Civics test as a condition of receiving a diploma. Starting with the Class of 2017, must correctly answer at least 60 of 100 questions identical to the INS Citizenship Test. An IEP team will determine if the test is appropriate for each individual student. Limited English Proficient (LEP) students may take the test in the language of their choice.

The Civics test shall be administered in any allowable format that is chosen. The High School Social Studies teacher shall be responsible for this assessment. Typically it will be administered in Grade 9 in the short answer or multiple choice format. Transfer students, who have not passed the test, shall be afforded an adequate opportunity (as defined by the Counselor) to pass the test.

High school students transferring into the Birchwood School District will have their credits from previous school evaluated by the school counselor. Consideration will be given to the graduation standards at their previous school and to state requirements for graduation to determine the total credits needed to graduate from Birchwood High School. Based on this information, a graduation contract will be written at time of registration by the counselor. Both the student and student's parents must sign this contract.

To be considered for graduation, a student must have completed at least 7 semesters of high school. The student must have completed a minimum of 28 high school credits and have those in the proper areas as listed above.

Class of 2019 and Beyond

Beginning with the Class of 2019 the following Graduation requirements shall apply regarding specific Credit Requirements, replacing the previous Credit Requirements:

- 4 credits of English
- 3 credits of Social Studies
- 3 credits of Math
- 3 credits of Science
- 1.5 credits of Physical Education
- ½ credit of Health
- 1 credit for approved School to Work Portfolio
- 1 credit of Industrial Technology and/or Business Education (not counting Yearbook)
- 1 Fine Arts (Music and/or Art)
- .5 Online/Virtual or MOODLE credits approved by the Counselor
- 9.5 elective credits

Core Subjects include:

- English
- Mathematics
- Science
- Social Studies
- World Languages

Honors Graduation Requirement

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)

HOME & PRIVATE SCHOOL STUDENT PARTICIPATION IN COURSES/EXTRA-CURRICULAR ACTIVITIES	
Date Approved: 2/21/94	Date Revised: 1/13/95, 5/16/05, 12/17/18

Home-based/private school students may participate in Birchwood Public School District school-sponsored courses and extracurricular activities as prescribed by State Statute and/or WIAA.

Home-based high school students requirements;

1. Space permitting, a student shall be admitted to take up to two courses per semester, provided that the student resides within the school district.
2. Access shall be to all types of classes, both academic and non-core elective classes.
3. A pupil enrolled in a home-based private educational program and attending a public school under this section may attend one course in each of 2 school districts, but may not attend more than 2 courses in any semester.
4. Transportation may be provided, but is not required of the school district. (Where at least one-way transportation can easily be provided on a normal route, a home-based student should be allowed to ride the bus.)
5. Students so enrolled shall earn credit and grades for courses attended and shall be subject to all attendance, behavior, etc. rules.
6. Any courses taken must be offered free of charge unless a fee applies to all students enrolled (e.g. Driver's Ed.).
7. Application to enroll for up to two courses should be made in writing to the principal at least two weeks prior to the start of as course.
8. Approval or denial beyond space availability in the classroom (enrollment limits), may include age appropriateness, pre-requisite requirements, and availability of instructional materials.
9. Approval or denial of such a request will be provided in writing by the Principal as expeditiously as possible. In the event the Principal denies a request, the decision may be appealed to the Superintendent.
10. Home and private school students will be allowed to participate in extra-curricular activities and athletics.

K-8 Requirements:

1. Students may request enrollment in up to two courses. These requests are NOT governed by state statute and will be considered on a case-by-case basis by the Administration using the requirements listed for high school students.
2. A pupil enrolled in a home-based private educational program and attending a public school under this section may attend one course in each of 2 school districts, but may not attend more than 2 courses in any semester.
3. Students may participate in school sponsored extra-curricular activities.

Summer School:

Non-public school students who are residents of the school district may be allowed to participate in summer school classes upon approval of the administration. The same guidelines for approval or disapproval will be followed as specified in the previous paragraph.

Access to Building:

The school building is open to the public for general use, upon administrative approval. The library is open and available to community members during the normal school day.

Miscellaneous Information:

The District Program Coordinator or school building Principal may provide parents with general information about grade level academic expectations, however, this should in no way be construed to include lesson plans or the use of instructional materials.

Cross Reference:

Equal Education Opportunities Discrimination Procedures

HONOR ROLL		
Date Approved:	6/21/04	Date Revised:

Eligibility

High School students gain eligibility for A or B Honor Roll by carrying 1.75 high school credits and earning a C or higher in all courses. Mid-term grades from semester length courses will be used to determine Honor Roll eligibility, but only final course grades will be used to calculate GPA for Honor Roll recognition.

A student earning a grade of “I” or Incomplete will be ineligible for Honor Roll recognition until the final letter grade is posted. Once the final letter grade is posted the student’s quarterly GPA will be re-calculated and the student will be added to the Honor Roll recognition list if all other requirements are met.

Recognition – A Honor Roll

High School students earning a quarterly GPA of 3.5 or higher will be listed on the A Honor Roll posted in the school office and published in the local newspaper. Also, they will receive a ribbon for each quarter they meet this standard, and will receive a Birchwood Dog Tag the first time they earn this recognition. Students earning a 4.0 quarterly GPA will receive an additional recognition pin.

Recognition – B Honor Roll

Students earning a quarterly GPA from 3.0 to 3.499 will be listed on the B Honor Roll posted in the school office and published in the local newspaper. Ribbons will be awarded to students on the B Honor Roll.

HOMELESS EDUCATION PROGRAM AND PROCEDURES		
Date Approved:	1/04	Date Revised: 2/27/17

It is the policy of the School Board to ensure that Homeless Children (as defined by federal statute and regulations) are provided with equal access to educational programs, have an opportunity to meet the same challenging academic standards, are not segregated on the basis of their status as Homeless and to establish safeguards that protect Homeless students from discrimination on the basis of their homelessness.

A Homeless child is one who lacks a fixed, regular, and adequate nighttime residence due to economic hardship. It includes youth who:

- are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- are living in emergency shelters
- are abandoned in hospitals; or are awaiting foster care placement
- have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- runaway children or children who are abandoned
- Children living in foster care

The district's Homeless Liaison shall be the Superintendent. The determination of a child's Homelessness condition shall be made on a case-by-case by the Homeless Liaison. The school district shall immediately enroll any unaccompanied student as Homeless until the status of the student is determined.

A student's status of "Homeless" must be kept confidential in a central location, and will be shared only with those individuals who have a need to know. Homeless records shall be kept by the office staff for a period of not less than three years.

It shall be the policy of the school district to provide all appropriate educational services to Homeless children by placement within the school district, or extensions thereof. If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located."

If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, **the responsibility and costs for transportation shall be shared equally.**

Legal Ref: McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth (EHCY)

INTERNET & TECHNOLOGY USE	
Date Approved: 1998	Date Revised: 3/19/01

The contents of this policy shall be made known to students and staff on an annual basis. Student and adult use of technology is strongly encouraged. The procedures outlined below are intended to provide safeguards and guidelines for use. Our goal in providing this service to students, school employees and community members is to promote educational excellence in our schools by facilitating resource sharing, innovation and communication. Technology access is a privilege, not a right. Students, school employees and community members must abide by the guidelines listed below.

Guidelines for Use of the Network/Technology:

The smooth operation of the network relies upon the proper conduct of the users. Inappropriate use will result in suspension or cancellation of the user's account, use of computers and possible further disciplinary action. Please read the following carefully:

- **Acknowledgement of Policy** – Each student will be required to sign an annual statement acknowledging receipt of this policy.
- **Adult Supervision** - Supervising staff members will determine what constitutes inappropriate use of the network. The District administration, teachers and/or staff may request that the network administrator deny, revoke and/or suspend specific user accounts.
- **Chat Rooms** – Student use of chat rooms is prohibited unless approved by a staff member and done under a staff member's direction for educational purposes.
- **Commercial Activity** - Users agree to refrain from commercial activity except school-sponsored activities. Students should not use school Internet to purchase items.
- **Copying of Software** – Users are not to copy commercial software owned by the school district.
- **Copyrighted Materials** - Users are not to transmit copyrighted material without permission of the author. All sources must be credited appropriately. Fair Use Guidelines for copyrighted materials apply to all images, text and documents downloaded from the Internet.
- **Courtesy** - Users are to be polite, use appropriate language both on the computer screen and verbally, and respect privacy. General school rules for communications apply. Failure to comply will result in the student's removal from the IMC/computer lab or loss of computer/Internet use as to be determined by the teacher and/or administration.
- **Digital Images** – Downloaded and student created digital images shall be used for educational purposes, unless approval is granted in advance. All digital images shall comply with standards of good taste. Digital images may be altered only to the extent allowed by copyright use permissions and shall not be used in a way that alters the originator's intent, nor to demean human subjects of photos, etc.
- **Downloading** – Users may not download inappropriate and/or copyrighted material and/or files.
- **Duty to Report** - Users agree to report inappropriate sites and activities to the teacher or IMC director, as well as any problems or violations of these guidelines.
- **Educational Purposes** - Computers (including general computer use, Internet and email) shall be used for educational purposes. Personal use shall not interfere with the educational use of technology, or with other educational activities. Sites such as YouTube (or similar ones), music/video sites (unless for a specific educational purpose) shall NOT be used without specific teacher permission.
- **Email** – Student email will be limited to use within the Birchwood Domain unless a classroom activity warrants contacting people outside of the district. Students should NOT use email for personal use during school hours without direct permission from a staff member. All email must contain appropriate language and exercise proper courtesy. The use of email on school computers or through the school's Internet access at any time must be in compliance with this policy, including for signed-out computers.
- **Google Apps for Education** - Google Apps for Education provides students and teachers with numerous web-based applications including email, word processing, spreadsheet, presentation, conferencing, calendars and collaboration tools. Google Apps for education runs on an Internet domain purchased and owned by the school and is intended for educational purposes.
- **Headphones** –Headphones may only be used when required/authorized by a teacher for educational use.
- **Inappropriate Uses** - Users are not to transmit or view obscene, racial, offensive, or threatening material; Illegal activities must be reported; failure to do so may result in the loss of user's privileges. Inappropriate uses are subject to disciplinary action as

established by the building principal. This may include referral to law enforcement and school discipline leading up to and including expulsion.

- **Ownership** – All documents and images stored on school computers and file servers remain the property of the school. The district reserves the right to inspect any students generated or downloaded file.
- **Permission to Use** – Users may not use district technology and/or the Internet without appropriate permission from district staff and/or administration.
- **Printer Use** – Users are to conserve paper and color printing by making copies only as needed.
- **Privacy** - Users agree to keep private information of others. There is no guarantee by the school district of user privacy. The school district reserves the right to access information stored on district computers, or information stored on disks etc. that utilized school computers and/or networks. The school district also reserves the right to monitor user's technology activities and student network folders.
- **Proxy Servers** – Students are prohibited from using proxy servers or any other means to reach sites that are blocked, contain inappropriate materials, or that are not to be used by students.
- **Tampering** - Users are not to disrupt others' use of the network by tampering with hardware or software, vandalizing data, or using another person's account or license. Users will be responsible for any damage done to computers through tampering or other inappropriate behavior, and agree to reimburse the school district for damages. Tampering also includes doing any physical harm to district owned hardware, software, etc.
- **Student to Staff Member & Staff Member to Student Email/Social Media Contact** – Email and/or school-sponsored social media contact between students and teachers may occur for educational purposes.
- **Student Owned Computers, iPods, etc.** Student use of non-school owned technology at school shall comply with school rules as stated above and is at the discretion of the teacher and/or principal.
- **Acknowledgement of Policy** – Each student will be required to sign an annual statement acknowledging receipt of this policy.

IV. Limitations on Liability

The Birchwood School District makes no warranties of any kind for the service it is providing. The District will not be responsible for loss of data resulting from delays or service interruptions caused by its own negligence or the user's errors. Use of any information obtained via the Internet is at the user's own risk. The District denies any responsibility for the accuracy or quality of information obtained through its network services.

Acknowledgement of Policy

I hereby acknowledge that I have read and understand this policy covering the use of school technology and internet and agree to abide by these guidelines.

Student Name – Printed

Grade

Student Signature

Date

Parent Signature

Date

INVOLVEMENT IN DECISION MAKING		
Date Approved:	1/21/91	Date Revised

The primary task of the school is to create a stimulating learning climate, which develops active involvement of students in their education. The Board encourages students to:

1. Participate in establishing course goals, classroom activities, and recommending courses of studies.
2. Express his or her opinions, recognizing that every privilege and right has a corresponding responsibility.
3. Participate in student government that provides students with a voice in school affairs.
4. Participate in a variety of extra-class activities to broaden their educational experience.

LICE			
Date Approved:	8/17/98	Date Revised:	9/30/19

Current evidence and recommendations from the Centers for Disease Control and Prevention does not support the efficacy and cost- effectiveness of classroom or school-wide screening for decreasing the incidence of head lice among school children. School administrators are encouraged to help educate parents and staff about the diagnosis, treatment, and prevention of head lice. This policy reflects current "best practice."

"No-nits" policies that require a child to be free of nits before they can return to school are also not recommended. Students diagnosed with live head lice should not be sent home early from school. Such students may go home at the end of the school day in the manner they are accustomed to and should be permitted to return to school after appropriate treatment is started. Head lice can be a nuisance but they have not been shown to spread disease. Exclusion from class or school shall not occur.

In light of federal guidance and recommendations of the Wisconsin School Nurse Association, the Birchwood School District shall respond to the presence of head lice in the following manner:

- A. Head lice shall be treated as a medical issue deserving the same level of confidentiality as any other medical concern.
- B. The district shall take measures to avoid isolating or stigmatizing students with suspected or known/confirmed head lice.
- C. The district administrator or his/her designee shall determine the appropriate course of action for each presentation of head lice on a case-by-case basis. This includes, but is not limited to, communication to parents and classroom or grade level head lice checks if warranted.
- D. All adult assistance with any classroom or grade level head lice checks shall be conducted under the guidance and direction of a person designated by the district.
- E. Parents/Guardians shall be informed annually of the general problem of head lice, its symptoms, treatment and school attendance.

LOCKER SEARCHES			
Date Approved:	10/19/98	Date Revised:	11/18/19

The School District provides student lockers for the convenience of students, and may be used solely and exclusively for the storage of outer garments, footwear, athletic apparel, books and other school related materials. Students are personally responsible for the contents of their lockers.

The locker assigned to a student remains the property of the School District, and at no time does the School District relinquish its right to ownership, control and access to student lockers.

Locker searches may occur in the following situations:

- Routine checks for cleanliness and orderliness

- Searches by designated school person when reasonable grounds occur
- Random canine searches of lockers, parking lot and other public areas

The searching of student lockers shall fall under the authority of the principal and/or superintendent and/or his or her designee. The School Board has designated any administrator, teacher, teacher aide, other employee, law enforcement officials, and/or fire department personnel when instructed to by an administrator, to conduct or assist with locker searches. At times, outside authorities including police may assist school personnel when conducting locker searches. When canine searches are conducted, they will be done in the presence of a school authority and may extend to areas such as the parking lot and other public areas. Law enforcement personnel use of specially trained dogs to detect the presence of drugs and devices such as bombs on school property may be used under the following conditions:

A. When authorized in advance by the Superintendent or his/her designee.

B. The dog must be handled by a law enforcement officer specially trained to safely and competently work

with the dog.

Locker searches may be conducted without prior notification of the pupil and/or guardian(s). To the extent possible two school personnel will be involved in searches and shall make every attempt not to disrupt or destroy personal property. Unauthorized materials may be removed. Such materials shall be returned to the student/guardian(s) when such materials are not considered to be illegal or needed as part of an investigation.

A copy of the policy is included in the Student Handbook that is distributed to each student in the district.

Legal Ref: Section 118.325 Wis. State Statutes

NONDISCRIMINATION GUIDELINES RELATED TO STUDENTS WHO ARE TRANSGENDER AND STUDENTS NON-CONFORMING TO GENDER ROLE STEREOTYPES		
Date Approved:	2/22/21	Date Revised:

The following guidelines relate to students who are transgender and students who do not conform to gender role stereotypes. These guidelines serve two important purposes: (a) to facilitate compliance with the District's legal obligations regarding the legal rights and protections afforded an individual who is transgender or gender non-conforming (including gender identity and gender expression), and (b) to further the District's goals concerning the creation and maintenance of positive and supportive environments that appropriately provide for the education, safety and welfare of all students.

While the guidelines established in this rule provide important direction to District employees, students, school families and other persons, the guidelines do not anticipate every situation that might occur with respect to students who are transgender or gender non-conforming (including gender identity and gender expression). When an issue or concern arises that is not adequately addressed by these guidelines, the needs and concerns of each student should be assessed on an individualized basis.

I. DEFINITIONS

The definitions below are not intended to label students but rather to assist in understanding these guidelines and the expectations of staff in complying with District policies and legal requirements. Students might or might not use these terms to describe themselves.

- A. Transgender. Transgender describes people whose gender identity is different than their biological sex assigned at birth.
- B. Gender identity. Gender identity is a person's deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity.
- C. Gender non-conforming. Gender non-conforming describes people whose gender expression differs from stereotypical or prevailing social expectations, such as feminine boys or masculine girls, or those who are perceived as androgynous.
- D. Gender expression. Gender expression refers to the way a person expresses gender, such as clothing, hairstyles, activities or mannerisms.

II. DISCRIMINATION, HARASSMENT AND BULLYING

The District prohibits all forms of unlawful discrimination against any transgender student or any student who does not conform to gender role stereotypes (including gender identity and gender expression). Further, existing District policies that prohibit the harassment and bullying of students apply in full force to any such actions that are based on a student's actual or perceived transgender status or gender non-conformity (including gender identity and gender expression). This includes ensuring that any incident or complaint of discrimination, harassment or bullying is given prompt attention, including taking appropriate corrective and/or disciplinary action. Complaints alleging discrimination, harassment or bullying based on a person's actual or perceived transgender status or gender non-conformity (including gender identity and gender expression) are to be handled in the same manner as other discrimination, harassment and bullying complaints.

III. STUDENT PRIVACY, NAMES AND PRONOUNS, AND OFFICIAL SCHOOL RECORDS

- A. Unless otherwise permitted, certain records and personally-identifiable information related to the student's gender status or biological sex are protected not only as an education record, but also as a confidential medical or patient health care record. The District further recognizes that a student may have a strong individual interest in maintaining the privacy of his/her transgender status or his/her gender non-conforming presentation (including gender identity and gender expression) at school. Accordingly, in addition to adhering to all legal standards of confidentiality, school personnel with knowledge of any student's transgender status or gender non-conforming presentation (including gender identity and gender expression) are expected to treat that information as being particularly sensitive, even internally among school staff and school officials. District employees are expected to refer any questions they may have about student privacy and possible disclosures of a student's transgender or gender non-conforming status (including gender identity and gender expression) to the Director of Special Education and Pupil Services or his/her designee. The District strongly encourages transgender and gender non-conforming (including gender identity and gender expression) students and their families to maintain ongoing communication with the school employees who are working directly with the student in order to address, among other issues, relevant privacy concerns and privacy preferences.
- B. When referring to students at school and in connection with school activities, school personnel will normally use the student's legal name and the pronouns that correspond to the student's biological sex assigned at birth. However, an adult student or the parent or guardian of a minor student may determine the name and gender pronouns that school employees will use to address the student at school and in connection with school-related activities. Where a minor student and his/her parent(s) or legal guardian(s) do not agree

on name and gender pronoun use by school employees, the District will convene a meeting with the family to discuss the matter toward a resolution. A court-ordered name change or medical treatment or medical procedure is not required to initiate such a request. Upon being informed that a student intends to regularly use a particular name and/or prefers to be addressed using particular pronouns that correspond to the student's gender identity, school personnel are expected to respect that decision.

- C. The District's approach of respecting a student's decision to regularly use a name and the pronouns that correspond to the student's gender identity is not a commitment to change all existing school records in order to reflect those preferences. Further, there may be situations where the District is required to use or report the legal name or biological sex of the student as that data is reflected in the District's official records. The extent to which official records of the District are modified will depend on a case-by-case evaluation of the information that the District receives and the type(s) of school records affected by the information that is received. For example, when a student changes his/her legal name and that change is sufficiently substantiated, the District will issue a high school transcript under the student's new legal name.

IV. RESTROOM AND LOCKER ROOM ACCESSIBILITY

A. Restroom Accessibility

- i. All students, regardless of status, who have a need or desire for increased privacy, regardless of the underlying reason, may be provided with access to a single-access restroom where such a facility is reasonably available, but no student shall be required to use such a restroom because of the student's transgender or gender non-conforming status (including gender identity and gender expression).
- ii. In most cases, a student who is transgender will be permitted to access the men's/women's segregated restrooms that correspond to the gender identity that the student consistently asserts at school and in other social environments.

B. Locker Room Accessibility

- i. All students, regardless of status, who have a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (for example, a nearby restroom stall with a door, an area separated by a curtain, a physical education teacher's office in the locker room, or a nearby single-access restroom) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.
- ii. If a transgender student makes any request regarding the use of locker rooms or any similar type of changing area, the request shall be assessed on a case-by-case basis with the goals of: (a) facilitating the transgender student's access to the District's physical education curriculum and other relevant programs; (b) ensuring adequate student privacy and safety; and (c) minimizing stigmatization of the transgender student. The physical layout of the facility and the degree of undress required when changing for the applicable activity are examples of factors that will be considered in making the arrangements. There is no absolute rule that, in all cases, will require a transgender student to access and use only the locker rooms and other changing areas that correspond to the biological sex that the student was assigned at birth.

- C. These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth. However, all students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth. Accordingly, the District's willingness to address individualized concerns and requests that relate to restroom and changing area access does not mean that any student is required to establish an individualized arrangement or plan with the school.

V. PARTICIPATION IN PHYSICAL EDUCATION CLASSES AND SPORTS ACTIVITIES

- A. A student who is transgender shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the gender identity that the student regularly asserts at school and in other social environments, unless the Activities Director, working in consultation with the building principal, after assessing the relevant circumstances, determines that physical safety issues preclude such an approach with respect to any such activity that is operated on a sex-segregated basis.
- B. Students who are transgender shall not be unlawfully excluded from participation in any District-sponsored interscholastic athletic activities. Questions about any student's participation in any particular sex-segregated interscholastic athletic activity will be addressed on a case-by-case basis with the involvement of the principal, working in consultation with the superintendent. In making such determinations, the District shall take into account legitimate issues related to competitive fairness and physical safety, as well as the current legal requirements and current policies of the Wisconsin Interscholastic Athletics Association (WIAA), as they exist at the time of the specific determination.

VI. DRESS CODES

Within the constraints of the District's dress code policy and dress codes adopted by the school, students may dress in accordance with their gender identity. School personnel shall not enforce a dress code more strictly against transgender and gender non-conforming (including gender identity and gender expression) students than other students.

ONE-TO-ONE COMPUTING ACCEPTABLE USE POLICY			
Date Approved:	8/18/14	Date Revised:	2021

A. Introduction

In this document, “laptop” will be referred to as “device”. The devices and bags/cases that are issued to students are the property of the Birchwood School District. The device is on loan to the student and must be used in accordance with the following Policies and Procedures, the Birchwood School District Acceptable Use Policy and any applicable local, state, and federal laws (i.e. copyright). Use of the device -- as well as access to the computer network, the Internet, and email -- are a privilege and not a right. These items are provided for educational purposes only and are intended to support the learning objectives of the Birchwood School District. Devices are to be used only in the classroom, designated areas, and/or at home for homework. Students will need written permission from a parent or guardian before they will be allowed to take their devices home.

B. General Information about Devices:

Students are required to attend an orientation determined by administration. Students are expected to read and understand the care and user guide found on their computer and the ONE-TO-ONE Technology Program Acceptable Use Policy. Students are to treat their devices with care and respect. Devices will be checked randomly to determine if each student has the appropriate device and to assess condition of the device. Students who do not have permission to take their device home may pick up their device in the IMC each morning.

Students are encouraged to back up data and other important files regularly to an appropriate storage space (i.e. Dropbox, Google Docs). The Birchwood Tech Department will, at times, collect laptops for maintenance. All files not backed up to server storage space or other storage media will be deleted during these processes. Students are ultimately responsible for backing up all personal files on their own storage media.

If the device is lost, stolen or damaged by another party, parents/guardians should immediately report the loss or theft to the Birchwood School District administration.

If the device is damaged or not working properly, it must be turned in to Birchwood School District's Technology staff for repair or replacement. Neither students nor parents/guardians are authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the device.

C. General Use and Care of Device:

Students will

- Operate only the device assigned to that individual and keep passwords confidential. Students should never "swap" or "share" their device with another student or any individual.
- Transport a device in its provided bag/case, fully closed, either turned off or in "sleep" mode.
- Carry the device bag/case securely across the body by the shoulder strap.
- Leave the identification tag that names the student to whom the device is on loan and labels the device as Birchwood School District's property on the bag/case.
- Keep laptop secure and damage-free. The device and bag/case should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, engraving or otherwise defacing the device and bag is not allowed.
- Not eat or drink while using the device or have food or drinks in close proximity.
- Not place the device on or under soft items such as pillows, chairs or sofa cushions, or blankets. This will cause the device to overheat.
- Not leave the device in a vehicle, or use it near water such as a pool, or leave it outside.
- Not place near table or desk edges where there is an increased chance of breaking. Devices should only be used while they are on a flat, stable surface such as a table. Students should not use their devices while walking, riding on the bus, or otherwise being transported.
- Not stack objects on top of the device. Heavy objects should never be placed or stacked on top of the device. This includes books, musical instruments, sports equipment, etc. A device's bag should not be placed inside the student's book bag or backpack where it may be compressed.
- Not loan your device or charger and cords.
- Not attempt to override, bypass, or otherwise change the Internet filtering software or other network configurations.
- Students should never share personal information about themselves or others while using the Internet or email. This includes a student's name, age, address, phone number or school name.

At School:

- Keep devices in his/her possession or secured in his/her locker.
- Hang devices from the carrying handle on the coat hook when stored in lockers.
- Be responsible for bringing the device, fully charged, to school each day.

- Not be allowed to take the device into the cafeteria or gymnasium during lunch periods. Devices must be left in the student's locker prior to lunch.
- Use technology for school-related purposes only during the instructional day while refraining from use related to commercial, political, or other private purposes.
- Download or install only predetermined software or other materials provided by the District.
- Not access or utilize non-educational games using school resources.

At Home:

- Internet use and cost is the responsibility of the student both in cost and configuration.
- Students and parents/guardians understand that the Birchwood School District does not have control over information found on the Internet. While every attempt is made to block access from inappropriate material while the student is at school, the District is not able to control student usage of the device while at home. It is the parent/guardian's responsibility to supervise information that a student is accessing from the Internet while at home. Random checks will be done, and students with inappropriate material will be disciplined accordingly.
- Parents/guardians and students are required to read and agree to the District's Acceptable Use Policy prior to receiving Internet and email access. Students should be aware that Internet access and email, and other media that are accessed, created or stored on their devices is the sole property of the District. The District has the right to review these items for appropriateness, and to limit or revoke a student's access to them at any time, and for any reason.

D. Management, Administration Monitoring and Privacy

Birchwood School District has software and systems in place that monitor and record all Internet usage to ensure the systems are being used for educational purposes, consistent with the District's goals.

Birchwood School District wants users to be aware that our security systems are capable of monitoring/logging each and every user, each and every keystroke, application, and network/Internet usage at all times. No Birchwood School District user should have any expectation of privacy as to his or her Internet usage or to the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any Birchwood School District computing facility. The District will review computing activity and analyze usage patterns and may choose to publicize this data to assure that the District's computing resources are devoted to maintaining the highest standards of educational benefit and productivity.

Birchwood School District, through appropriate management personnel, reserves the right to inspect any and all data stored in public or private areas of networked and individual storage systems of any kind, without notice or warning, and at any time, for any purpose.

Birchwood School District uses an in-house filtering system to block sites as deemed necessary and/or appropriate. Offensive, disruptive, or harmful data include, but are not limited to, any messages, files, or data which contain the following:

<ul style="list-style-type: none"> • Pornographic or erotic images • Sexual implications • Racial slurs • Derogatory gender specific comments • Data or activities, which invade the privacy of another person • Any comment which in any way defames, slanders, or libels another person 	<ul style="list-style-type: none"> • Information or instructions designed to cause physical harm to another person • Comments that offensively address a person's age, sexual orientation, religious or political belief, national origin, or disability • Any type of cyberbullying including the intent to frighten, intimidate, threaten, abuse, annoy, or harass another person
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If a user finds that he/she is connected to a site that contains any of the above material, he/she must disconnect from that site immediately, regardless of whether that site has been previously deemed acceptable by any screening or rating program, and inform the teacher or supervisor of the incident. Similarly, a user is encouraged to inform his/her teacher or supervisor if he/she becomes aware that another user has accessed prohibited material.

Birchwood School District will fully cooperate with requests from law enforcement and regulatory agencies for logs, diaries, data, and archives on individuals' computing activities.

E. Systems Management Data Integrity and Security

The District's devices may not be used to download or distribute software or data that is pirated or that is in any manner, inconsistent with its license agreement or applicable copyright law or District copyright policy. Any software or files transferred in any manner into or via the District's devices become the property of the District, subject to the restrictions of any existing licensing agreement or applicable copyright law or policy.

Predetermined software will be available for staff and students to install.

No one may use the District's devices to propagate any virus, worm, Trojan horse, trapdoor program code, or any form of destructive or malicious computer instruction. Further, users may not propagate any virus "warnings" via electronic mail except to alert appropriate teacher/supervisor.

Users may not intentionally delete or modify data on the network without consent of Birchwood School District staff. Birchwood School District devices may not be used to disable or overload any computer system or network or to circumvent any system intended to protect the privacy or security of another user or the user's data.

All data that is transferred into the District's devices must be checked for viruses before it is run or otherwise accessed. On computers where virus scanning takes place automatically, the virus scanning software must not be disabled, modified, uninstalled, or otherwise inactivated.

F. User IDs and Passwords

Every user will be assigned a User ID and password that functions as the user's method of access to the Birchwood School District devices. Great care should be taken not to share or otherwise disclose this information to another person.

User IDs and passwords should never be written in a noticeable place, written down together, or shared with any third party. If a password or user ID is compromised, the network administrator must be informed immediately so the user's account can be temporarily deactivated and a new password assigned.

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G. Use of the Device for Internet and Email

Parents/guardians and students are required to read and agree to the District's Acceptable Use Policy prior to receiving Internet and email access in school. The network is provided for students to conduct research, communicate with others, and construct educational assignments/products. Access to Internet services and online communication is given to students who agree to act in a considerate and responsible manner.

Parental permission is required for independent access (see Internet/Computer & Technology Acceptable Use Permission Form). Technology and Internet use is a privilege, not a right. It is presumed that users will comply with District standards and will honor the agreements they have signed.

Freedom of speech and access to information are rights to be exercised within the bounds of acceptable standards of the Birchwood School District policies. Students should be aware that Internet, email, and other media that are accessed, created, or stored on their devices are the sole property of the District.

Birchwood School District staff have the right to review these items to maintain system integrity and ensure that students are using the system and resources responsibly. Students should not expect that files stored on District-provided resources will be private. District administrators may limit or revoke a student's access to any files at any time for any reason.

Electronic mail should be used for instructional purposes, collaboration with teachers and peers, and other activities directly related to a user's educational goals and responsibilities. The District shall not be responsible for any information that may be lost, damaged, or unavailable when using the network.

Teachers will educate and monitor student use of technology and Internet. Students will be guided toward appropriate and educational resources. Students must be under supervision of a staff member when using the network and technologies provided by the District. Parents and guardians bear the responsibilities for supervision of technology and Internet use outside of school.

H. Enforcement and Consequences for Inappropriate Use

Students are expected to use their devices in accordance with these Policies and Procedures and in accordance with District Acceptable Use Policy and any applicable laws. Any inappropriate or careless use of a device should be reported to a teacher or other staff member immediately. Violations of this policy will be investigated by appropriate personnel. Where appropriate, disciplinary action will be taken for any violation of this Policy, as provided for by the Birchwood School Board. Failure to use the device in an appropriate manner will result in, but will not be limited to, cancellation of student use or access privileges, including the privilege of taking the device home, suspension or expulsion from school, civil or criminal liability under applicable laws.

The District will report all violations or suspected violations of District, local, state, or federal laws and policies to the appropriate administrator, agency, or law enforcement authority and will cooperate fully in the investigation of any activity which may violate established law.

Any user identified as a security risk or having a history of problems with computing systems may be denied access to the District's device, with or without advance notice.

OPEN ENROLLMENT		
Date Approved:	1/21/99	Date Revised: 1/18/16, 5/21/18, 11/26/18, 3/22/21

This policy shall be administered in accordance with the state public school open enrollment law.

Nonresident Open Enrollment Students:

For purposes of this policy the term “applicant” shall refer to an “adult student” or “parent or guardian of a minor student” making application for Open Enrollment attendance.

An applicant may apply for full-time enrollment in the District under the Open Enrollment program in accordance with state law. The District has the right to limit the number of students admitted and to set criteria for the well being of the District. Selection criteria are listed below.

Selection Criteria

Factors to be considered when reviewing applications include, but are not limited to the following:

- Enrollment number factors
- Behavioral history of non-resident student that indicates endangerment of health, safety or property.
- Current enrollment status in district of legal residence
- Expulsion or disciplinary history
- Accommodations necessary to meet non-resident student needs
- Denial of Pupils with Disabilities – An application may only be denied if there is no space in the special education or related services requires in the pupil’s IEP or if the special education or related services are not available in the District. The District may approve applications who require contracted special education services that it does not have in the District.
- Unless the School Board specifically designates the number of regular and special education spaces available for the next year, there shall be no denial based upon space. The Board shall in January determine if it intends not to deny applications due to space. In the event the Board wishes to consider whether there is space to provide special education or related services, it must specify the criteria it will consider when making the space determination.

Timelines governing the application process are as follows, but may change to reflect state statute and/or locally determined changes.

Timelines

- *Submission of Application* —Applicants must use a form designed by the Department of Public Instruction (DPI); Applications—must be received within DPI established timelines for the regular Open Enrollment period and/or filed under the Open Enrollment Alternative Application program.
- *District Follow-Up on Applications* – The District will follow all state mandated timelines for handling Open Enrollment and Open Enrollment Alternative applications.

Preference shall be given in accepting full-time enrollment applicants who have a nonresident sibling attending Birchwood under the Open Enrollment program.

Applicants may apply for enrollment in a course or courses in accordance with state law and established procedures. The same criteria, as stated above, shall be used as the primary basis for making decisions for enrollment.

If a District receives more nonresident applications than room is available, the District shall make decisions based upon a random selection of students who would have been selected using the criteria stated above.

Nonresident Open Enrollment students attending school in Birchwood shall be subject to all the same rules and regulations as resident students. They shall also have the same privileges (including participation in extra-curricular activities) and responsibilities as resident students.

“Distance from school” shall not be an acceptable reason for excessive absences, enforcement of school rules, or parent participation. Nonresident parents must agree to provide emergency transportation from school of illness or other reasons; they must also provide an alternative place for student to go due to illness or other reasons during the school day.

Transportation

Transportation shall be the responsibility of the parent, except where required by the State. The District may elect to provide limited busing of Open Enrollment students using pick-up points located within the School District of Birchwood. Parents of Free/Reduced lunch students may apply to DPI for transportation cost reimbursement.

Transportation will be provided by the District within the limits of state law. Requests for non-EEN student transportation will be considered on an individual basis; when transportation is provided from a drop-off location within the Birchwood School District, the pick-up and drop-off point must be under a responsible adult’s supervision. In the event of an early dismissal due to scheduling or inclement weather, students will not be dropped at an unsupervised stop.

Habitual Truancy

“Habitual Truant” means a pupil who is absent from school without an acceptable excuse for part or all of five or more school days on which school is held during a school semester.

“Truancy” means any absence of part or all of one or more days from school during which the school office personnel, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15.

Parents will be notified by registered or certified mail or by 1st class mail, when the child initially becomes a habitual truant. The notice shall include all of the following:

1. A statement of the parent's or guardian's responsibility, under s. 118.15 (1) (a) and (am), to cause the child to attend school regularly.
2. A statement that the parent, guardian or child may request program or curriculum modifications for the child under s. 118.15 (1) (d) and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3).
3. A request that the parent or guardian meet with/Zoom with appropriate school personnel to discuss the child's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting shall be within 5 school days after the date that the notice is sent, except that with the consent of the child's parent or guardian the date for the meeting may be extended for an additional 5 school days.

4. A statement of the penalties, under s. 118.15 (5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s. 118.15 (1) (a) and (am).
5. School personnel will maintain a copy of any written notice or keep a written record of any notice by telephone or in person.
6. The nonresident school board may notify the parent of the habitual truancy and that the child may not attend the nonresident school district the following semester or school year. The resident school district will be notified of the change.
7. The nonresident school board may notify the parent of failure to participate and that the child may not attend the nonresident school district the following semester or school year. The resident school district will be notified of the change.

The School District of Birchwood reserves the right to withdraw acceptance of a nonresident student's application prior to actual attendance in Birchwood for any reason related to the above stated criteria. The District also reserves the right to terminate a nonresident student's attendance in Birchwood for any reason related to the criteria stated above.

The District reserves the right to have adult students or parents of students to make re-application periodically, especially between grades 5 & 6 and grades 8 & 9. On a yearly basis the District shall evaluate the success of nonresident students enrolling in the Open Enrollment program. Once a nonresident student is enrolled in middle or high school no more than one re-application will be required.

The principal or counselor shall schedule a meeting with nonresident students (and at least one parent) prior to acceptance into the district or a specific program in order to determine the most appropriate placement in school. Consideration will be given to courses taken, grades received, and the meeting of prerequisites. If a student does not meet the prerequisites of a desired program, he/she shall be informed of this as soon as possible.

The principal shall determine the granting of all academic credit towards graduation or grade placement.

Awards and scholarship eligibility, including valedictorian/salutatorian status, require enrollment for three semesters including first semester of the senior year.

Part-time High School Enrollment:

The District shall consider part-time enrollment of nonresident students (for no more than 2 classes) as governed by State law and the criteria stated above. Timelines for part-time enrollment shall be as follows:

- *Submission of Application* – No less than 6 weeks prior to the date the course is scheduled to commence applications must be filed with the District. Applicants must use a form designed by the Department of Public Instruction (DPI); it may be necessary for parents to provide information beyond that included in the DPI developed application.
- *Notification of Receipt of Applications* – Birchwood shall send a copy of applications to resident district school boards
- *Action on Applications*– No later than one week prior to the date of the course action can be taken on applications by School District of Birchwood. Both the student (or parents) and resident school board shall be notified. If an application is rejected, reasons must be stated. If Birchwood deems that a course being taken by a Birchwood student in another district does not meet Birchwood graduation requirements, the applicant shall be notified.

- *Appeal of Application Rejection*– If the resident or nonresident school board rejects an application, the applicant shall have 30 days to appeal the decision to DPI. DPI must affirm the local decision unless it finds that the decision is arbitrary or unreasonable.

Resident Open Enrollment Students:

Resident students may apply for full-time enrollment in another school district in accordance with State law, and may be limited in number by the School District of Birchwood or restricted based upon factors associated with the criteria stated above.

The School District of Birchwood reserves the right to review enrollment status outside of the resident district at any time that a significant change takes place, that new or unknown circumstances arise that are related to the criteria stated above.

Resident high school may apply for enrollment in no more than two courses in another district in accordance with State law.

Alternative Open Enrollment Students:

Act 114 created the alternative application procedure, by which parents can apply for open enrollment outside of the regular application period for specific criteria/reasons. The alternative application procedure allows parents to apply during the current school year beginning on July 1.. A parent needs to select from the seven available criteria under which they are submitting the alternative application and must give an explanation as to why they are applying.

The seven criteria that the parent can choose from includes:

- o The pupil's resident school district determines that the pupil is a victim of a violent crime.
- o The pupil is or has been homeless in the current or preceding school year.
- o The pupil has been the victim of repeated bullying or harassment that has been reported to the resident school district and continues in spite of action taken.
- o The pupil's place of residence has changed due to the parent's military orders.
- o The pupil moved into this state within the last 30 days.
- o The pupil's place of residence has changed as a result of a court order or custody agreement, or the pupil was placed in a foster home or with a person other than the pupil's parent, or removed from a foster home or the home of a person other than the pupil's parent.
- o The pupil's parent and the nonresident and resident school districts agree that attending the nonresident school district is in the best interests of the pupil.

The parent must include an explanation of the circumstances leading to the request and may include documentation that supports the request.

If a family moves before the 3rd Friday Count date, the parent should complete an alternative application, unless the alternative application will be denied (then the parent should complete a tuition waiver). If a family moves after the 3rd Friday Count date, the parent must complete a current year tuition waiver.

The nonresident district can deny an alternative application for the same reasons they can deny an application completed during the regular application period. Those reasons include:

- o Space is not available in the schools, programs, classes, or grades in the nonresident district.
- o The special education or related services required in the pupil's IEP are not available in the nonresident district.
- o There is no space available in the special education or related services required in the pupil's IEP.
- o The pupil has been expelled during the current or two preceding school year for certain conduct, or is the subject of a pending disciplinary proceeding.

- o The pupil has been habitually truant from the nonresident district during any semester of the current or previous school years.
- o Invalid application (early or late applications or missing information)
- o Ineligibility due to age (too young or too old)
- o The resident district does not offer the same type of prekindergarten, four-year-old kindergarten, or early childhood program as the nonresident district or the pupil is not eligible for the program in the resident district.

In addition to these reasons, the nonresident district can deny an alternative application if it does not believe the transfer is in the best interest of the pupil or if the criteria used to apply is not applicable.

The resident district can deny an alternative application for the same reasons that they can deny an application completed during the regular application period. Those reasons include:

- o Invalid application (early or late application or missing information)
- o Ineligibility due to age (too young or too old)
- o The resident district does not offer the same type of prekindergarten, four-year-old kindergarten, or early childhood program as the nonresident district or the pupil is not eligible for the program in the resident district.

In addition to these reasons, the resident district can deny an alternative application if it does not believe the transfer is in the best interest of the pupil or if the criteria used to apply is not applicable.

LEGAL REF.: Sections 118.3, 118.51, 118.52, 121.54 (10), 121.58 (2) (a) and Chapter 115, Subchapter Wisconsin Statutes

OPEN ENROLLMENT WAITING LIST		
Date Approved:	4/18/05	Date Revised: /

If, in the event, the number of students applying to attend Birchwood under Open Enrollment exceeds the space available, a waiting list shall be established per PI 36 standards.

Such waiting list shall include all of those students who have requested admittance into a program or grade. A random drawing shall be utilized to rank order the applications. This random drawing shall be done in a manner consistent with any other drawings covered by Open Enrollment laws, administrative rules and School Board Policy

Once a drawing has been held parents will be notified prior to the third Friday in August, of the results, which includes the program, or grade in which each child has been assigned. The notice shall also include a deadline by which the parent (or adult student) must respond. Failure of a parent to respond shall be considered as a rescinding of the Open Enrollment application.

OPEN LUNCH HOUR		
Date Approved:	11/13/00	Date Revised: 2/01, 4/02, 8/26/19

Open Lunch Hour (a.k.a. “Open Campus”) is a privilege that is open to all *Grade 11 and 12* high school students. The purpose of Open Lunch Hour is to allow students the flexibility and freedom to be off school property during lunch hour.

Open Lunch Hour is a school sponsored activity option to which the general school rules for behavior apply. While in public, students are to behave in a responsible manner being they are perceived to be representing the school.

Unless approved ahead of time by the principal, all students are to remain within the Village of Birchwood boundaries, and are not to *be* in vehicles.

Students shall be allowed to continue to participate in Open Lunch Hour as long as the following are met:

1. Must return to school on time
2. Following of general school rules
3. Maintain an acceptable attendance pattern (e.g. excessive morning tardies or unexcused absences may result in loss of privilege)
4. Refrain from driving or riding *or being* in vehicles without prior principal approval
5. Must remain within the Village of Birchwood geographical boundaries
6. Students who drive to school and participate in Open Lunch Hour must park on school property
7. Must refrain from “loitering” or going to houses other than one’s own

Any exceptions must receive prior approval from the principal.

PRIVACY IN LOCKER ROOM/RESTROOM	
Date Approved: 7/24/17	Date Revised:

The Birchwood School District shall take the following reasonable measures to protect the privacy rights of individuals using school locker rooms and restrooms. The following provisions outline the extent to which that protection can and will be provided.

- For privacy reasons, locker rooms are provided for the use of physical education, athletics, and other activity groups and individuals authorized by the building principal or by District policy.
- No one will be permitted to enter or remain in the locker room to interview or seek information from any individual student or coach before, during, or after any school sponsored athletic event or practice. Such interviews may take place outside the locker room consistent with District policy and school rules.
- No cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room and/or restrooms at any time.
- No person may use a cell phone to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff found to be in violation of this policy shall be subject to school disciplinary action and possible law enforcement involvement, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

This policy shall be posted in every school locker room and restroom in the district and publicized annually.

Legal Reference:
Wisconsin Statute 175.22

PLACEMENT PROCEDURE	
Date Approved:	11/1/93
Date Revised:	/

Elementary Level:

Parents/guardians who are requesting enrollment of their child(ren) at an elementary level (Grades K-4) must submit the following information:

1. Identifying information (i.e., Name, Date of birth, Chronological age, Address);
2. Summary of developmental background;
3. Previous instruction provided or programs attended;
4. Record of immunizations and illness; and

Upon receipt of the above information, a comprehensive evaluation of the child's basic skills will be completed by school personnel. An evaluation of the child's present intellectual or mental functioning will be completed. Current functioning in the basic academic areas of reading, math, language arts, science, social studies and health will be completed using both individual or group standardized tests and informal evaluations.

All information available on the child will be reviewed by a team of school personnel, which will consist of all persons completing evaluations, a teacher(s) at the child's present level of functioning and the principal. A recommendation for grade level placement and programs needs will be presented to the District Administrator and the Board for final approval.

Secondary Level:

Parents/guardians who are requesting enrollment of their child(ren) at a secondary level (5-12) must also submit the same information identified in items (1) through (5) above. A comprehensive evaluation of intellectual functioning and basic skill will also be completed by school personnel. A competency-based evaluation may be completed on the child in the core subject areas of English, math, science and social studies. In addition, efforts will be made to obtain copies of transcripts, summaries of coursework completed or alternative educational programs completed by the child prior to the request for entrance into the Birchwood School District. The guidance counselor will be responsible for placement information, transcripts, tests, etc...

A team of secondary level staff including at least one teacher from each core subject area, persons completing evaluations, guidance counselor and principal will review all information. A recommendation for grade placement, schedule of courses in which the child will enroll and additional graduation requirements will be presented to the students who enter the Birchwood School District from a private or parochial school or home-based private educational program must complete at least one full year of attendance before a diploma will be granted. This rule may be waived given proof of appropriate progress.

Legal Reference: 115.001, 118.165, 118.33 Wisconsin Statutes

PROGRAMS FOR STUDENTS WITH DISABILITIES	
Date Approved: 12/15/94	Date Revised: 11/26/18

The Board of Education shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.

The Board and Administration support the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, children who are not yet three years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a students' IEP.

Pursuant to state and federal law, students identified as having a disability are placed, based on IEP team recommendations, in programs providing for the least restrictive educational placement and the most appropriate programming. In those cases where students require special services not available in the District, cooperative arrangements may be made with CESA #11 or through placement in other public or private facilities as provided by statute. In such cases, efforts shall be made to insure that the placement provides a minimum level of disruption to the student's academic or social development.

The Birchwood School District is committed to providing all students with equal access to high quality instruction, balanced assessments, and appropriate academic and behavioral interventions and supports that will help improve student achievement and lead to high school graduation and long-term success.

Decisions regarding the appropriate educational program and services for a student with a disability shall be made by an individualized education program (IEP) team in accordance with legal requirements and based on an evaluation of the student's individual needs. Provided that they have received adequate training under the District's special education policies and procedures, including training on the role and duties of a local education agency (LEA) representative, employees holding the following positions may serve as the District's (i.e., LEAs) representative on IEP teams and shall have the authority to commit the District to implementing the student's IEP resulting from the IEP team meeting:

1. District Superintendent
2. Building principal
3. Director of Special Education.
4. School Psychologist

The IEP process serves as the basis for determining the student's academic achievement, functional performance, and annual goals and as the vehicle for making student assessment decisions. Students with disabilities shall participate in academic assessments required by law and the District, with or without accommodations, or in alternate assessments as outlined in the student's IEP.

While learning is an individual process, the student's interaction with non-disabled peers in his/her social and physical environment significantly influences what is learned and how well it is learned. Therefore, as outlined in the student's IEP, each student with a disability shall be educated in the regular classroom environment to the maximum extent appropriate. Involvement of the student's parent(s) or guardian in the educational process is equally essential to the success and development of the student's program and shall be promoted and supported by the Board and the District staff.

The District shall provide relevant staff with professional development resources that address the critical skills and attributes required for effective implementation of student IEPs and effective delivery of academic and behavioral interventions in support of student learning. The Board has also adopted the DPI model special education forms without substantive modifications.

The Board acknowledges the importance of ensuring ongoing legal compliance in regard to its special education policies, procedures, and forms. Accordingly, the Board expressly delegates to the Director of Special Education the authority and responsibility to adopt and implement such changes to the District's special education, policies, procedures, and forms are necessary to comply with applicable law, including the District's adoption and implementation of DPI-issued revisions to the DPI model policy and procedure manual and model forms. However any discretionary substantive changes to the District's

special education policies, procedures, and forms that deviate from the DPI models and that are not legally mandated shall be presented to the Board for approval prior to implementation.

The Director of Special Education shall have responsibility for recording, tracking, and reporting to DPI how the District's special education policies, procedures, and forms differ from the DPI models.

The Director of Special Education shall have responsibility for ensuring that the District issues all mandated notices related to special education.

The Director of Special Education shall have responsibility for completing all special education report forms, audit materials and District plans as may be required by any state or federal agency.

Legal: 66.30, 115.78 et seq., Wis. Stats., P.I. 11, Wis. Adm. Code, IDEA, 20 U.S.C. 1400 et seq.

PUPIL RIGHTS AMENDMENT		
Date Approved:	1/04	Date Revised:

The School District, in compliance with the federal requirements under the Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

A. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

B. *Receive notice and an opportunity to opt a student out of:*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

C. *Inspect*, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of

each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

RETENTION OF STUDENTS	
Date Approved: /	Date Revised: 3/25/19

STUDENT RETENTION

The following policy applies to end-of-year, grade-to-grade promotion and retention decisions that are made at any point prior to a student's attendance in any high school program.

Timeline

- A. The teacher should prepare the documentation of each special case, and notify the principal no later than the end of February if retention is being considered. Documentation should include: intervention and progress monitoring data, enrollment history, and attendance records.
- B. The building principal will inform the student's parent or guardian that the District is evaluating the possibility of retention by March 1 or as soon as possible.
- C. A final decision will be made no later than May 15 of that year, unless the student is participating in a structured intervention throughout the summer that may add pertinent information possibly affecting the team's decision making process.

Grades PK-8

- A. Criteria: Retention should only be considered if ALL of the following factors are present:
 1. A standardized assessment has been completed to evaluate age appropriate developmental skills (Four-Year-Old Kindergarten only).
 2. After documentation of intensive intervention(s) and progress monitoring data, student's achievement levels remain significantly below grade level (K-8 only).
 3. A special education evaluation has been considered or completed as an alternative to retention, and/or
 4. The student's enrollment, attendance, participation, or exposure to age-appropriate curriculum was substantially limited or reduced.
- B. Process
 1. The building principal or classroom teacher will notify the parents that retention is a consideration and a team will be assembled to review the student's current progress, develop intervention plans, and discuss the possible impact on future learning.
 2. The building principal is responsible for establishing a team for the decision-making process and for supervising all aspects of the retention process and decision. A student intervention team is to be appointed by the principal to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include:
 - a. Classroom teacher(s)
 - b. School Psychologist(s) or other support staff
 - c. Building Principal

d. Parents

3. The team will consider all information relevant to the student's academic functioning including but not limited to: progress monitoring results, state assessment results, district-wide assessments, and current performance indicators or grades. In addition, interventions that have been implemented to date should be reviewed.
4. The team may also formulate an intervention-based plan that could be implemented in the following school year as a possible alternative to retention, as well as an intervention plan that could be implemented if the student is retained.
5. The team shall provide parents with information that addresses the potential advantages and disadvantages of retention.
6. Parents and the building principal mutually agree upon the decision to retain the student.

C. Determination

1. After reviewing all pertinent data, the building principal, acting on behalf of the district, shall conclude that exceptional circumstances exist which overcome a very strong presumption in favor of promotion with a student's same-age cohort such that the administrator concludes the child's overall academic success and social and emotional welfare is better served by retention than by promotion.
2. Upon team determination, the team will implement the previously discussed intervention plan, monitor the student's progress and continue to assess risk of learning difficulties.

D. Special Considerations:

1. A child shall not be retained solely due to English being a second language.
2. The team will consider history of delinquency, number of schools previously attended, school attendance, and other factors as appropriate.
3. Some students with disabilities, including those with IDEA or 504 plans, may demonstrate satisfactory progress on the majority of the IEP goals specifically aligned to core content area benchmarks. The special education teacher and the IEP team will determine satisfactory performance, and if retention is appropriate as part of special education programming.

Grades 9-12

Student progress records will be reviewed at the end of each academic year to determine which students are credit deficient or who have not earned the required number of credits for grade advancement/placement. Students earning fewer than the required number of credits (credit deficient) for grade advancement/placement will be monitored by staff and the Counselor. Specific guidelines will be developed by the Administration that outlines a process for classifying students who have been identified as credit deficient.

The School Board will be notified of the decision to retain a student.

Legal References:

Section 118.33(6), Wis. Stats.

SCHOOL ADMISSIONS			
Date Approved:	11/20/95	Date Revised:	10/22/18

It shall be the responsibility of the parent or guardian of each child or a student of legal age entering the School District to complete official registration forms.

Students transferring from other school systems are required to provide a transcript of academic accomplishments at the previous school, or the address from which this data must be secured. Students entering the School District from a home-based private educational program or private school shall be required to provide any available academic information and may be required to take appropriate academic tests to assist in making a placement.

Parents or guardians of students admitted to the district's elementary and secondary schools shall present immunization records as required by law. In addition, students are encouraged to have a complete physical prior to entering school and to all extents possible, provide evidence of an eye examination by an optometrist or physician.

Students who have been expelled from another public school in Wisconsin or from an out-of-state public school or any charter school in Wisconsin, provided the conduct that caused the expulsion would have been grounds for expulsion from a Wisconsin public school, may be denied admission into the school district. The power to deny enrollment does not apply to students expelled from private schools.

The School District shall not discriminate in admissions to any school, class, program or activity on the basis of sex, race, national origin, ancestry, creed, pregnancy, color, religion, parental or marital status, sexual orientation or physical, learning, emotional or mental disability. This does not, however, prohibit placing a student in a school, class, program, or activity based on objective standards of individual performance or need.

Legal Reference: Sections 115.28(2), 115.80, 118.13, 118.14, 118.125, 120.13(1)(f), 140.05(16) Wisconsin Statutes, PI 9.03(1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures, All JEC-JEC(d) Policies, Board Policy

SCHOOL AGE PARENTS			
Date Approved:	7/22/91	Date Revised:	9/30/19

A student's marital status shall not be a basis for discrimination or other restriction in the student's educational programming. Likewise, the Board of Education supports the provision of modifications and other services to enable resident school-age parents to continue their education.

School-age parents include any person under the age of twenty-one (21) who is not a high school graduate and is a parent, expectant parent, or a person who has been pregnant within the immediately preceding 120 days.

The school may request medical verification of a pregnant student's ability to continue in all classes in her program. A school age parent, however, may not be compelled to withdraw from his/her regular education program.

Legal

115.91 Wis. Stats.

118.13 Wis. Stats.

118.15(4m) Wis. Stats.

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

Fourteenth Amendment, U.S. Constitution

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

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

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

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

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

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

SECLUSION AND PHYSICAL RESTRAINT		
Date Approved:	July 2012	Date Revised

School Personnel may use reasonable and necessary force under certain circumstances and to remove pupils from classrooms.

Seclusion

Under certain circumstances State Statute allows “Covered Individuals” to use seclusion or physical restraint under specific conditions. “Covered Individuals” typically include School Board employed personnel, individuals who are contracted for services by the School Board and student teachers.

“Seclusion” is the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving. Seclusion may be used if ALL of the following apply:

1. The pupil's behavior presents a clear, present, and imminent risk to the physical safety of the pupil and seclusion is the least restrictive intervention possible, AND
2. A Covered Individual maintains constant supervision of the pupil, either by remaining in the room or area with which the pupil or by observing the pupil through a window that allows the Covered Individual to see the pupil at all times, AND
3. The room or area in which the pupil is secluded is free of objects or fixtures that may injure the pupil, AND
4. The pupil has adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals, AND
5. The duration of the seclusion is only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the pupil or others, AND
6. No door connecting the room or area in which the pupil is secluded to other rooms or areas is capable of being locked.

“Physical Restraint” is a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs, or head. Physical Restraint may be used only if ALL the following apply:

1. The pupil's behavior presents a clear, present, and imminent risk to the physical safety of the pupil and seclusion is the least restrictive intervention possible, AND
2. There is no medical contraindications to its use, AND
3. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the pupils or others, AND
4. None of the following maneuvers or techniques are used:
 - a. Those that do not give adequate attention and care to protecting the pupil's head,
 - b. Those that cause chest compression by placing pressure or weight on the pupil's chest, lungs, sternum, diaphragm, back, or abdomen; or
 - c. Those that place pressure or weight on the pupil's neck or throat, or an artery, or on the back of the pupil's head or neck, or that otherwise obstruct the pupil's circulation or breathing,
 - d. It does not constitute corporal punishment, as defined in current law,
 - e. The Covered Individual does not use a mechanical or chemical restraint on the pupil. The use of supportive equipment to properly align a pupil's body, assist a pupil to maintain balance, or assist a pupil's mobility, under the direction and oversight of appropriate medical or therapeutic staff, does not constitute the use of a mechanical constraint.

Training

No Covered Individual may use Physical Restraint on a pupil at school unless he/she has received training in the use of Physical Restraint that includes the components set forth by State Statute.

Special Note: A Covered Individual who has not received training may use physical restraint on a pupil at school only in an emergency AND only if a Covered Individual who has received training is not immediately available due to the unforeseen nature of the emergency.

The School Board shall maintain a record of the training by Covered Individuals.

Reporting and Record-Keeping Requirements Whenever Seclusion or Physical Restraint is Used

Within 1 Business Day of Incident - The Principal (or designee) must notify the pupil's parent(s) of the incident as soon as practicable, but no later than one business day after the incident.

Within 2 Business Days of the Incident - The Principal (or designee) must prepare a written report containing information regarding the incident. These reports must be retained by the school and made available for review by the pupil's parent(s) within 3 business days of the incident.

Annually by September 1st - The Principal (or designee) must submit to the School Board or governing body of a charter school a report containing:

1. The number of incidents of Seclusion and Physical Restraint in school during the previous school year,
2. The total number of pupils who were involved in the incidents and the number of children with disabilities who were involved with incidents

Children with Disabilities

If an IEP team for a child with a disability determines that the use of Seclusion or Physical Restraint may reasonably be anticipated for the children, the IEP must include appropriate positive interventions and supports and other strategies that address the behavior of concern and that comply with the following:

1. The interventions, supports, and other strategies are based upon a functional behavior assessment of the behavior concern,
2. The interventions, supports, and other strategies incorporate the use of the term "Seclusion" and "Physical Restraint"
3. The interventions, supports, and other strategies include positive behavioral supports.

The first time that Seclusion or Physical Restraint is used on a child with a disability, the child's IEP team must convene as soon as practicable after the incident.

Actions Not Covered by Seclusion and Physical Restraint Statutes

The following actions are NOT prohibited for use by Covered Individuals if a pupil is not confined to an area from which he or she is physically prevented from leaving:

1. Directing a pupil who is disruptive to temporarily separate himself or herself from the general activity in the classroom to allow the pupil to regain behavioral control and the Covered Individual to maintain or regain classroom order,
2. Directing a pupil to temporarily remain in the classroom to complete tasks while other pupils participate in activities outside the classroom, or
3. Briefly touching or holding a pupil's hand, arm, shoulder, or back to calm, or redirect the pupil.

STUDENT ASSESSMENT PROGRAM			
Date Approved:	1/21/92	Date Revised:	12/17/18

The Board of Education shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

In addition to standardized achievement tests, District assessment plans and procedures may involve the use of a variety of formal and informal assessment techniques. These may include approaches such as teacher-designed assessments, direct observations of student performance, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and career aptitude/attitude assessments, portfolios, and any assessments required by state and federal laws.

The District expects all assessments to arise from clearly articulated instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to utilize a reasonable and appropriate methodology, and to reasonably control for sources of bias and distortion that can lead to inaccurate assessment. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be available to administrators, curriculum committees, and the Board of Education. Appropriate summary assessment reports, as well as information about the

assessments administered to students, will also be provided to the public as required by law. Summary data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building, and District level when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal Reference:

115.415, 115.77(1m)(bg), 118.016, 118.13, 118.30, 118.301, 118.33(1m)(a), 121.02(1)(r,s), PI 13, PI 9.03(1), PI 8.01(2)(r-s), Elementary and Secondary Education Act (Part A - Subpart 1)

STUDENT GOOGLE APPS FOR EDUCATION/SOCIAL MEDIA POLICY		
Date Approved:	11-28-16	Date Revised: /

As a means of improving the technology skills and access for our students, the School District of Birchwood has implemented the use of Google Apps for Education in and out of the classroom. Google Apps for Education provides students with numerous web based tools providing email, word processing, spreadsheet, presentation, conferencing, calendar and collaboration tools for Birchwood students and teachers. Google Apps for education runs on an internet domain purchased and owned by the school and is intended for educational use only. This policy describes the responsibilities of the school, students and parents in using Google Apps for Education on the school domain.

In addition to Google Apps for Education, the District also identifies the need for appropriate use of other social media sites including social networking sites (Facebook, Twitter, etc.), personal blogs or websites, wikis, video or picture share sites (YouTube, TeacherTube, etc.) and other internet-based social forums.

Students-Acceptable Use, Privacy and Safety

Google Apps for Education is available at school and at home via the web. Student email will be limited to use within the Birchwood Domain unless a classroom activity warrants contacting people outside of the District. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times. Google Apps for Education is primarily for educational use. Students may use Apps for personal use subject to the restrictions below and other school rules and policies which may apply.

- **Privacy:** School staff and administrators all have access to student email for monitoring purposes. Students have no expectation of privacy in using Google Apps for Education.
- **Limited Personal Use:** Students may use Apps tools for personal projects but may not use them for:
 - Unlawful activities
 - Commercial purposes (running a business or trying to make money)
 - Personal financial gain (running a website to sell things)
 - Inappropriate sexual or other offensive content

- Threatening another person
- Misrepresentation of Birchwood Public Schools, staff or students. (Apps, Sites, email and groups are not public forums. They are extensions of classroom spaces where students free speech rights may be limited.)
- **Data Security**-Student files and email are safe with Apps but it is the responsibility of students to make backups of important documents.
- **Safety:** Students may not post personal contact information about themselves or other people. This includes last names, addresses and phone numbers.
 - Students will agree to not meet with someone they have met online without their parents approval and participation.
 - Students will tell their teacher or other school employees about any message they receive which is inappropriate or makes them feel uncomfortable.
 - Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.
- **Digital Citizenship**
 - Treat others well. It hurts to get a mean email just like it hurts when someone is mean in the school hallway. Be kind when using email or making a post on a forum or web page. Everyone will see what you write so think before you type. Be careful with what you say about others and yourself.
 - Respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work protected by a copyright. If a work contains language specifying acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
 - Students have First Amendment rights to free speech. Your rights can be limited in school though. If you post something via email or on a school web page which disturbs the learning environment in your school, your right of speech may be limited. School web sites, email and groups are for educational use and are not considered public forums for debating ideas. This means a school has the right to limit student speech that disturbs the learning process in these areas.
- **Access Restriction** - Due process access to and use of Google Apps for Education is considered a privilege accorded at the discretion of the District. The District maintains the right to immediately withdraw the access and use of Apps when there is reason to believe violations of law or District policies have occurred. In such cases, the alleged violation will be referred to the administration for further investigation and account restoration, suspension or termination.

Any parent wishing not to have their student participate in the web-based applications of Google Apps for Education should notify the Birchwood School District. (This includes access to restricted email access and collaboration tools.)

Media Release Statement:

Throughout the school year students attend programs, activities, field trips and events along with normal classroom routines that support their education, promote community service and/or encourage positive behavior. Occasionally, staff, parents and local media cover these events by taking photographs or video. This may include newspaper, television, websites or other media production. This also includes our school's website and classroom and club web pages and/or social media pages. Students' names will not be used in connection with social media including the school website, teacher websites, or Facebook. Rather, students will be identified by a teacher's classroom or as a grade level. Students' names may be used in the Birchwood News or if the outside news media visits the school on special occasions for a television interview.

Any parent wishing to not have their student's picture or name published in the Birchwood News or on the School Website should contact the school.

STUDENT RECORDS	
Date Approved:	Date Revised: 6/25/18

The District shall maintain records concerning students for legitimate educational purposes, including instruction, guidance and research records, pursuant to the provisions in Wisconsin State Statutes 118.125 and 19.21-19.35, the Federal Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and the Individuals with Disabilities Education Act (IDEA), 34 CFR part 300.

Access to and release of any information which falls under the pupil records laws shall be strictly controlled as set forth in this policy. Pupil records including any reports, printouts, tapes, and/or other medium which contain personally identifiable information about student(s) are confidential. Therefore, they are exempt from the right to inspection provisions of the Wisconsin Public Record and Property Law, State Stats. 19.35 (1)(am), and shall not be released as "Public Records."

I. DEFINITIONS For the purpose of this policy, the following definitions shall apply:

A. Student (pupil): Any person who attends or has attended a program of instruction sponsored by the District.

B. Eligible Student (adult student): A student or former student who has reached 18 or is attending a post-secondary institution.

C. Parent: The parent (biological or adoptive) of a student (unless his/her rights have been removed by court order), a court appointed legal guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.

D. Pupil Records: Any record (in handwriting, print, video, digital, print-out or any other material on which written, drawn, printed, spoken, visual or digital information is recorded) which is directly related to a student and is maintained by the District or any employee or agent of the District regardless of form or characteristics.

Pupil records include:

1. **Progress Records**: These records include the student's grades, a listing of the courses which the student has taken, the student's attendance record, the student's immunization records, any lead screening records required under State Stats. 254.162, and a record of the student's school extracurricular activities. Progress records remain as confidential pupil records unless designated as Directory Data in accordance with Release of Student Records-Directory Data (Policy 5125.3).

2. **Behavioral Records**: These records include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his or her immunization records or any lead screening records, law enforcement officers' records and any other pupil records that are not progress records. Although this definition states that behavioral records include "any other pupil records that are not progress records," when reviewing Wis. Stat. sec. 118.125 and sec. 146.81-84 in their entirety, directory data (see 3 below) and patient health care records (see F. below) are treated fundamentally differently than either progress or behavioral records.

Physical health records include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, any lead screen records, the results of any routine screen test, such as for hearing, vision or scoliosis, and any follow up to such test, and any other basic health information, as determined by the state superintendent.

3. **Directory Data:** These records include the parts of the pupil records which are personal identifiers and have been approved as Directory Data in accordance with procedures stipulated in Release of Student Records-Directory Data (Policy 5125.3).

E. **Personal Records:** Pupil records do not include notes or records maintained for personal use by a District official if such records are not available to others, nor does it include records necessary for, and available only to persons involved in, the psychological treatment of a student. These records are in the sole possession of the individual who made the record and are maintained as a personal memory aid.

F. **Patient Health Care Records:** These records include any pupil records that relate to a student's physical health and that are not a pupil physical health record.

G. **Law Enforcement Officers' Records:** These records are pupil records obtained under State Stats. 48.396 (1) or 938.396 (1) or (1m).

H. **District Officials:**

1. A person duly elected to the Board of Education and acting as a member of the Board.
2. A person certified by the Wisconsin Department of Public Instruction (DPI) and appointed by the Board to an administrative or supervisory position.
3. A person certified by the DPI and under contract to the Board as a teacher.
4. A person employed by the Board as a substitute for administrative, supervisory, or instructional personnel during the period of his/her performance as a substitute.
5. A person who is completing his/her training at an approved professional training program and is serving in the capacity of an intern, a practicum student, or practice teacher. This person may have access to a pupil record only with the approval of an appropriately certified District employee who is acting as the individual's supervisor.
6. A person employed by the Board to perform a special task such as secretaries, clerks, aides, the Board's attorney, consultant, bus company officials, or auditor for the period of his/her performance. Access to records by such persons shall be limited to legitimate educational interests particular to the duty performed. Only those portions of records directly pertaining to the issue or individuals being considered shall be made available.
7. A person who serves in a voluntary capacity such as instructional aides, clerical aides or nurse volunteers. The access to records by such persons shall be limited to legitimate educational interests particular to the duty performed and under the supervision of a District employee acting as the individual's supervisor.

I. **Information which is of a "Legitimate Educational Interest".** Information which a District official needs to know in order to:

1. Perform an administrative task required in the School District official's job description.
2. Perform a supervisory or instructional task directly related to the student's education.
3. Perform a service or benefit for the student or the student's family such as but not limited to educational evaluation, consultation, counseling, casework, health care, student job placement, student financial aid or consultation.

II. ANNUAL NOTIFICATION

A. Procedure. Annually, the District shall notify parents and eligible students of their rights under the state and federal pupil records laws.

B. Content. The notice shall include statements regarding:

1. The existence of the District's pupil records policy and procedures.
2. The right of student's parents or an eligible student to review and be provided with a copy of the student's pupil records. The student's parents or an eligible student shall also have the right to have the student's records explained and interpreted by a qualified person.
3. The District's intent to limit the disclosure of information contained in a student's pupil records except: (1) by the prior written consent of one of the student's parents or an eligible student; (2) by written notice from another school or school district to which the pupil has transferred; (3) as Directory Data which the parent or eligible student has not prohibited from disclosure; or (4) under other limited circumstances permitted by state or federal pupil records laws [see Section VII of this policy].

4. Law enforcement officers' records obtained under State Stats. 48.396(1) or s. 938.396 (lm) shall not be made available unless specifically identified by the eligible student or by the parent or guardian of a minor student in the written permission. Such records also may not be used as the sole basis for taking disciplinary action, including action under the school's athletic code, against a student.

5. The right of a student's parent or the eligible student to seek to correct parts of the student's pupil records (education records) which he or she believes to be inaccurate, misleading, or in violation of the student's privacy or other rights. This right includes the right to a hearing if the District decides not to alter the record as requested by the parent or eligible student.

6. The right of any person to file a complaint with the Department of Education alleging a violation of the Family Education Rights and Privacy Act, the District's record policy and/or administrative procedures. Complaints should be filed with:

Family Educational Rights and Privacy Act Office
Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

7. The procedure that a parent or eligible student should follow to obtain copies of this policy and the location where copies may be obtained.

8. A summary of the rights of parents and eligible students under the District policy adopted in accordance federal law.

III. LOCATIONS OF PUPIL RECORDS

A. All pupil records shall be located in the individual schools of attendance. The custodian of student records shall be the building principal. Copies of all records related to special education evaluations and individualized education plans shall also be located in the office of the Director of Student Services who shall be the custodian of such records.

B. Patient health care records shall be maintained separately from a student's other pupil records.

C. Law enforcement officers' records obtained under State Stats. 48.396(1) or 938.396(1) or (lm) shall be maintained separately from a student's other pupil records.

IV. PROCEDURE TO INSPECT PUPIL RECORDS/OBTAIN COPIES

A. A parent or eligible student desiring to inspect or obtain copies of a pupil record shall make a request to the student's principal or other record custodian. While no written consent is required, a Request to Inspect Pupil Records/Obtain Copies should be completed. This form helps to identify as precisely as possible the record(s) the parent or eligible student wishes to inspect and serves to apprise parents and eligible students of their rights. The principal or other record custodian shall make necessary arrangements as promptly as practicable and notify the parent or eligible student of the time and place the records may be inspected/or obtained. In no case will this process require more than ten (10) working days after the request has been received. The principal or other record custodian shall arrange to have present a District representative who is qualified to interpret the records, if requested.

B. The principal/designee or other record custodian shall make certain the parent or eligible student is properly identified before he or she is granted access to any of the student's records. The parent or eligible student shall not be given access to the original records unless a District employee is present.

C. If for any valid reason (such as working hours, distance, or health) a parent or eligible student cannot personally inspect and review the records, the principal/designee shall arrange for the parent or eligible student to obtain a copy of the record which has been requested.

D. When a pupil record contains information about students other than a parent's own child, the parent may only have access to that portion of the record referring to his/her child. The same standard shall apply when eligible students request access to their records.

V. FEES FOR COPIES OF PUPIL RECORDS

A. The District shall not deny parents or eligible students access to copies of records because of the following published fees. Fees may be waived in part or entirely by the record custodian.

- B. The first copy of the record provided to the parent or eligible student shall be free. Additional copies may be obtained from the custodian of the record at a cost of twenty-five cents (25¢) per page.
- C. The District may require payment before the record is provided to the person or agency as per request. The District may also assess for the cost of postage (1st class mail) if the record is to be mailed.

VI. AMENDMENT OF EDUCATIONAL RECORDS

A. Rights to Seek a Change. Parents of students and eligible students have a right to seek to change any part of the student's records they believe to be inaccurate, misleading, or in violation of the privacy or other rights of the student. This policy is not applicable to a request to change a grade that a teacher has assigned for a course or records generated outside of the school district such as law enforcement or patient health care records.

1. Request to Change Name and/or Gender:

- a. The District shall change a student's official records to reflect a change in legal name and/or gender upon receipt of documentation that such name and/or gender change have been changed pursuant to Wisconsin State Law. Unofficial records shall include the student's preferred name and/or gender for use in all situations where legal name and gender is not required by law.

B. Procedure for Requesting a Change.

1. First level decision:

- a. When a parent of a student or an eligible student finds an item in a pupil record which he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, he or she may ask the record custodian to correct it.
- b. The record custodian must respond to the request within ten (10) working days. If the acknowledgement to the request or the change is made to the satisfaction of the requester, no further action is necessary.
- c. If the record does not appear to be incorrect, or if the record custodian cannot change the record to the requester's satisfaction, the record custodian shall inform the requester of the decision and explain the procedure for filing a written request to amend the record. The procedure for a second level decision may then be followed.

2. Second level decision:

- a. The parent or eligible student may submit a written request to correct a pupil record. The written request shall identify the item(s) the requester believes to be incorrect and state whether he or she believes the item:
- (1) is incorrect and why; or
 - (2) is misleading and why; or
 - (3) violates student privacy rights and why.

The request shall be dated and signed by the requester and sent to the Director of Pupil Services.

- b. Within 20 working days after the Director of Pupil Services designee receives the request, he or she shall:

(1) a) study the request, b) discuss the request with legal counsel and/or District Officials and staff, c) make a decision regarding the request, and d) notify the requester of the decision.

(2) If the Director of Pupil Services designee decides that the pupil record should be corrected, he/she shall effect the change and notify the requester in writing that the change has been made. Such written notice shall include an invitation for the requester to review the corrected record.

(3) the Director of Pupil Services designee decides the record is correct, he/she shall prepare a written notice to the requester which shall include:

- (a) The District's decision that the record is correct and the basis for the decision.
- (b) A statement to the requester that he/she has a right to ask for a hearing to present evidence that the record is incorrect and that the District shall grant such a hearing. This statement shall inform the requester that he/she should inform the Superintendent in writing if a hearing is desired.

3. Third level decision:

- a. If the requester submits a request for a hearing, the Superintendent/designee shall, within ten (10) working days, meet with the requester to discuss acceptable hearing officers, convenient times, and a site for the hearing. The District shall not be bound by the requester's positions on these items but shall make reasonable efforts to consider the requester's wishes.
- b. The Superintendent/designee shall advise the requester that he/she may be represented or assisted during the hearing by other parties at the requester's expense, including an attorney.
- c. The Superintendent/designee shall, within ten (10) working days after this meeting, notify the requester when and where the District will hold the hearing and who has been designated as the hearing officer. The requester shall be afforded the opportunity to designate the hearing as a closed or open hearing.
- d. At the hearing, the hearing officer shall provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned parts of the student's pupil records are incorrect, as shown in the requester's written request for a change in the record. A record of the proceeding shall be kept (audio tape).
- e. Within five (5) working days after the hearing, the hearing officer shall submit to the Superintendent/designee a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer shall submit a decision based solely on the evidence presented at the hearing. As a result of the hearing officer's decision, the Superintendent/designee shall take one of the following actions:

(1) If the decision is that the District shall change the record, the Superintendent/designee shall instruct the record custodian to correct the record. The custodian shall correct the record and notify the requester.

(2) If the decision is that the District shall not change the record, the Superintendent/designee shall prepare a written notice to the requester which shall include:

- (a) The District's decision that the record is correct and shall not be changed.
- (b) Notification of the reasons for the District's decision.
- (c) Notification that the requester may place into the student's records an explanatory statement which states the reasons why the requester disagrees with the District's decision and/or the reasons why the requester believes the record to be incorrect.

C. Entry of Explanatory Statement. If the District receives an explanatory statement from a requester following the third level decision, the District shall maintain that statement as part of the student's records as long as it maintains the questioned part of the record. The statement shall be attached to the questioned part of the record. Whenever the questioned part is

VII. RELEASE OF PUPIL RECORDS (Other than Directory Data)

The District shall not permit access to, or disclosure of, information in a student's pupil records to persons other than the parents or eligible student unless the access or the disclosure is consistent with the criteria listed below.

A. Without Written Consent. The District shall release information from, or permit access to, a student's pupil records without written consent of a parent under the following circumstances:

1. The District has received written notice from another school district that the student has enrolled. All pupil records shall be sent within five (5) working days. The transfer of records shall be handled by the individual elementary, middle and high schools. The parent or the eligible student shall be notified that the records are being forwarded to the requesting school district (Practice Statement 5125). In addition to the definition of school district as defined in State Stats.115.01, the definition also includes secured correctional facilities, mental health institutes, and centers for the developmentally disabled that provide an educational program for its residents.
2. When certain federal and/or state officials need information in order to audit or enforce legal conditions related to federal or state education programs and/or requirements. The District shall release individual student data to authorized agencies as required by state or federal law. Social Security numbers are not released.

3. To comply with a judicial order or a lawfully issued subpoena. The custodian of the records shall make a reasonable effort to notify the parent or eligible student before making a disclosure under this provision unless the District is complying with a federal grand jury subpoena, an ex parte subpoena of the U.S. District Attorney, or a law enforcement subpoena in which the court has specifically ordered that the student and/or parent not be notified of the disclosure.
 4. If the disclosure is an item of "Directory Data" and the parent or eligible student has not refused to allow the information to be released.
 5. Where there is reason to suspect child abuse or neglect and when disclosure is required under State Stats. 48.981.
 6. When a law enforcement or fire agency certifies in writing that the student is under investigation for truancy or allegedly committing a criminal or delinquent act, the school district clerk is required to provide a copy of the student's attendance record. If the District discloses a copy of a student's attendance record to a law enforcement agency for purposes of a truancy investigation, the district shall notify the student's parent of that disclosure as soon as practicable after that disclosure.
 7. In connection with an emergency, the information necessary to protect the health or safety of the student or other individuals. The District may disclose personally identifiable information to appropriate parties, e.g., law enforcement or health care workers.
- B. With Written Consent. Information shall be released from a student's pupil records if the parent or eligible student gives prior written consent for disclosure. The written consent shall include:
1. A specification of the records to be released.
 2. The purpose(s) for disclosure.
 3. The person or organization to whom the disclosure is to be made (name and address).
 4. The parent's or eligible student's signature.
 5. The date of consent, and if appropriate, a date when consent is to be terminated.
- C. Limitation on Redisclosure.
1. Written consent of the parent of the student or the eligible student must be received prior to the District disclosing personally identifiable information from records that have been generated by an educational agency or institution other than the District.
 2. The District shall, except for the disclosure of Directory Data, inform the party to whom a disclosure is made that the information disclosed may not be disclosed to any other party without the prior written consent of the parent of the student or the eligible student.
 3. Mental health and patient health care records generated outside the school district may not be redisclosed.

VIII. RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURE

- A. No Records Maintained. No record need be maintained of requests for access and access granted to:
1. Parent(s) of the student or the eligible student.
 2. Officials of the District who have a legitimate educational interest in the record.
 3. Persons or organizations who have the prior written consent of the parent or eligible student.
 4. Persons or organizations seeking Directory Data not restricted by the parent or eligible student.
 5. Federal and state agencies as authorized by law.
- B. Records Maintained. A record of requests for disclosure (Practice Statement 5125) from, or access to, a student's pupil records other than those identified in paragraph A of this section shall be maintained. The record shall be kept by the pupil records custodian. It shall be available only to the record custodian, the eligible student, the parents of the student, or to federal, state or local officials for the purpose of auditing or enforcing laws dealing with educational programs. This record shall include:
1. The name of the person or agency that made the request.
 2. The interests of the person or agency in the information (purpose).
 3. The date of the request.
 4. Whether the request was granted, and if it was, the date access was permitted or the disclosure was made.

In the case of authorized federal or state requests, a record of the request for the group of students involved will be logged.

C. Records Maintained. A record of requests for disclosure (Practice Statement 5125) from, or access to, a student's pupil records other than those identified in paragraph A of this section shall be maintained. The record shall be kept by the pupil records custodian. It shall be available only to the record custodian, the eligible student, the parents of the student, or to federal, state or local officials for the purpose of auditing or enforcing laws dealing with educational programs. This record shall include:

1. The name of the person or agency that made the request.
2. The interests of the person or agency in the information (purpose).
3. The date of the request.
4. Whether the request was granted, and if it was, the date access was permitted or the disclosure was made.

In the case of authorized federal or state requests, a record of the request for the group of students involved will be logged.

IX. MAINTENANCE/DESTRUCTION OF PUPIL RECORDS

A. Behavioral Records:

1. All behavioral records shall be destroyed and/or irretrievable one (1) year after the student has graduated from or has last attended the District.
2. A parent or an eligible student may request that the District maintain his/her behavioral records for a longer period of time.
3. Parents or eligible students shall be given the opportunity to complete a Permission to Retain Behavioral Student Records (Practice Statement 5125) prior to graduation or at such time as they indicate that they are leaving the District. The Permission to Retain Behavioral Student Records form shall: (1) explain what constitutes behavioral records, (2) explain that the student's behavioral records will be destroyed one (1) year after graduation or withdrawal from school, and (3) explain that the parent or eligible student may request the preservation of any or all parts of the behavioral record for a period of up to five (5) years, and (4) notify the family that the any or all parts of the behavioral record requested to be maintained will be destroyed after five (5) years.

B. Progress Records: Progress records shall be destroyed and/or irretrievable sixty (60) years after the student ceases to be enrolled in the District.

X. CONFIDENTIALITY SAFEGUARDS

- A. The designated custodian(s) of records at each location shall be responsible for the collection, storage, transfer, disclosure, and destruction of records as appropriate.
- B. Individuals collecting and handling pupil records shall receive training or instruction in the District pupil record policies.
- C. Each building shall maintain, for public inspection, a current listing of the names and positions of those employees within the District who may have access to pupil records.

XI. The District shall make available to parents or eligible students, upon request, a list of the types and locations of pupil records.

The District encourages informal resolution of complaints under this policy. However, if any person believes that the School District of Elmbrook or any part of the school organization has failed to follow the law and rules of Wis. Stats. 118.13 and PI 9, Wis. Admin. Code, or in some way discriminates against persons on the bases listed above, he/she may bring or send a written complaint to the following address: Assistant Superintendent for Teaching and Learning, School District of Elmbrook, 13780 Hope Street, P.O. Box 1830, Brookfield, WI 53008-1830. Telephone No. 262-781-3030.

Reference:

Fed. Stats. 20 U.S.C. 1232g, Federal Family Education Rights & Privacy Act (FERPA)

Fed. Stats. 34 CFR, Part 300, Individuals with Disabilities Education Act (IDEA)

Wis. Stats. 19.21-19.35
Wis. Stats. 118.125
Wis. Stats. 938.396(1), (1m)

STUDENT RECORDS & INFORMATION			
Date Approved:	1/04	Date Revised:	6/25/18

The School District, in compliance with The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

STUDENT RECORDS (FERPA) EXHIBIT			
Date Approved:	1/04	Date Revised:	6/25/18

The School District, in compliance with The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring;
 - c. Specified officials for audit or evaluation purposes;
 - d. Appropriate parties in connection with financial aid to a student;
 - e. Organizations conducting certain studies for or on behalf of the school;
 - f. Accrediting organizations;
 - g. To comply with a judicial order or lawfully issued subpoena;
 - h. Appropriate officials in cases of health and safety emergencies; and
 - i. State and local authorities, within a juvenile justice system, pursuant to specific State law.
5. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters or institutions of higher education (IHEs), upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

SUSPENSION AND EXPULSION		
Date Approved: 4/25/94	Date Revised:	11/20/95, 10/22/18

I. The Board of Education's designated representatives may suspend any student for noncompliance with school rules as established and/or approved by the Board, and if it is determined that the suspension is reasonably justified.

II. **Suspension** – A student may be suspended for engaging in the following conduct, which may involve but not limited to noncompliance with rules established or approved by the Board or outlined in student handbooks, handouts, or the Student Rights and Responsibilities manual.

- A. Noncompliance with rules created by the district with the consent of the Board.
- 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 an explosive.
- C. Conduct by the student while at school, which endangers the property, health, and/or safety of others.
- D. Conduct by the student while under the supervision of a school authority, which endangers the property, health, and/or safety of others.
- E. Conduct by the student while not at school or not under the supervision of a school authority, which endangers the property, health or safety of others at school or under the supervision of a school authority.
- F. Conduct by the student while not at school or not under school supervision, which endangers the property, health, and/or safety of any employee or Board member of the School District in which the student is enrolled.

III. A building administrator may suspend a student for not more than 5 consecutive school days for conduct as outlined above. A suspension may be extended to 15 days if the administration has sent a notice of expulsion hearing to the student and his/her parents as required by law. Students who are currently identified as children with disabilities under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act may not be suspended for more than 10 consecutive days, except as otherwise provided consistent with law.

IV. Prior to the suspension

- A. the student shall be advised of the reasons(s) for the action;
- B. the student shall be given an opportunity to present the student's version of the situation;
- C. parent or guardian of the minor student will be given prompt written or verbal notice stating the reason(s) for the suspension;
- D. the administration will inform the student of the suspension, as well as reserve the right of possible expulsion recommendation to the Board.
- E. the administration will decide whether the suspension will be served in school or out-of-school and so notify the student and parent (s).

V. If a building administrator deems it appropriate, the parents/guardians may be requested to have a conference with the Superintendent or designee prior to readmission. A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations missed or to complete coursework missed during the suspension period.

VI. Appeals of Suspensions – The suspended student or the student's parent or guardian may within 5 school days following the commencement of the suspension, have a conference with the Superintendent or designee. The designee must be someone other than the principal, assistant principal, or teacher in the student's school.

VII. If the Superintendent or designee finds the student was unfairly or unjustly suspended, reference to the suspension on the student's school record shall be expunged. Such finding shall be made within 15 calendar days of the conference.

VIII. **Expulsion** – The Board may expel a student when it finds the student guilty of any one of the following offenses and is satisfied that the interest of the District demands the student's expulsion.

A. Repeated refusal or neglect to obey the rules.

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 an explosive.

C. Conduct by the student while at school or while under supervision, which endangered the property, health, and/or safety of others at school.

D. Conduct by the student while not at school or while not under the supervision of a school authority, which endangered the property, health or safety of others at school or under the supervision of a school authority.

E. Conduct by the student while not at school or while not under the supervision of a school authority, which endangered the property, health, and/or safety of any employee or Board member of the District in which the student is enrolled.

F. If grounds A-E do not apply, conduct by a student who is sixteen (16) years of age or older 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.

IX. In addition to the above, students must be expelled for not less than 1 year for possession of a firearm as defined by federal law while at school or while under the supervision of school authority.

X. The Board reserves the right to determine the appropriate length of the expulsion period.

XI. Consideration for Expulsion of Students with a Disability – If a student is identified as a child with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, the District will comply with all relevant state and federal laws regarding the discipline of that student.

XII. Suspension and expulsion procedures as established in State Statutes (120.13(1)) shall be considered as part of this policy.

Sections 120.13 (1)(h), 120.44, Wis. Stats.
20 U.S.C. 8921

STUDENT TRANSPORTATION SERVICES			
Date Approved:	8/14/94	Date Revised:	8/26/19

The Birchwood School District shall make available bus transportation for all students in grades PK-12, as defined by State Statute. Parent contracts may be used when they are viable alternatives for transportation as determined by the District Administrator.

The Board of Education will contract for the transportation of students in the District with a private contractor. It is the policy of the Board of Education to provide transportation for those students, of any age, whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the Department of Public Instruction or other appropriate agency. Such transportation will be provided to students as required or authorized by Board of Education policy and by state and federal laws and regulations.

Transportation for children with exceptional educational needs shall be provided subject and pursuant to the provisions of Section 131.54, Wisconsin Statutes based on the needs of individual students as identified in the Individual Educational Plan (IEP). Children covered by this policy are as defined in Section 115.76 (3) Wisconsin Statutes. The child's parent shall see that the child gets to the school bus/vehicle in the morning in a timely manner and shall make arrangements for a responsible person to meet the bus/vehicle upon return from school. Drivers and/or aides assigned to the school bus shall provide reasonable assistance to the students on/off the bus and safe transportation and supervision on the bus.

When there are special circumstances, arrangements shall be made by the school, providing they are based on unique needs as defined in the IEP. (i.e.: special circumstances could call for an aide to go to the door and assist the parent in aiding the student from the house to the bus, or to a different vehicle for transportation.) The parent shall provide a safe and acceptable driveway for the school bus/vehicle to travel. Written authorization from the parent shall be required before a driver or an aide may enter any private premises to aid a child. At no time shall the driver and/or aide leave the bus and students unsupervised.

Vehicle and Driver Requirements

The District Administrator and any other administrator or supervisor with responsibilities related to the oversight of student transportation services shall, upon recognition of any deficiency, recommend changes to District policies, procedures, guidelines, and contracts that will facilitate the ability of the District and any contracted service providers to maintain compliance with all vehicle, operator, insurance, and contract requirements established by state or federal law. The District shall not purchase, lease, rent, use, or contract for the use of a motor vehicle for student transportation, other than a properly marked and equipped school bus or authorized motor bus, if the motor vehicle is designed to transport no more than ten passengers, including the driver.

Student Conduct

To the fullest extent that state law considers a student who is utilizing the District's transportation services to be (1) at school; (2) under the supervision of a school authority; or (3) otherwise subject to the District's disciplinary jurisdiction or oversight or control, the student must abide by all applicable policies, procedures, rules, and directives that govern student conduct. Rules and directives may be established and enforced that are specific to the context of transportation and/or transportation-related safety. Students using transportation services are subject to appropriate discipline or other consequences or interventions related to their conduct, up to and including loss of transportation services and/or suspension or expulsion from school.

The Board considers school busses to be an extension of the school facility; therefore, all rules and regulations concerning student conduct shall be enforced. Failure to observe such rules and regulations may result in revocation of transportation privileges.

The District Administrator shall be responsible for the student transportation program.

Reference: Wisconsin Statutes 115.76(3), 118.15(2)(d); 118.51(14); 121.51-121.58; Subchapter IV of Chapter 121; Section 340.01 (56); Section 345.05 WSS; PI 7; TRANS 300 WAC; Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act; McKinney-Vento Homeless Assistance Act; Omnibus Transportation Employee Testing Act of 1991

USE AND POSSESSION OF ELECTRONIC COMMUNICATION DEVICES		
Date Approved:	10/23/17	Date Revised: /

Students of the Birchwood School District are prohibited from using any electronic communication devices (ECDs) including, but not limited to, cell phones, Smart watches, and body devices during the school day in school buildings, school vehicles, and at all school-sponsored activities that occur during the regular school day, unless the student has been specifically given permission by the classroom teacher. The classroom teacher may determine if students are allowed to use phones or electronic devices in their classrooms. The decision will be based on educational values. ECDs may be brought to school by a student, but they must be turned off and out of sight when in the school building. ECDs can be used after students have been dismissed from school for the day in the main hall by the office only.

The Board of Education recognizes that there may be special circumstances that necessitate student use of ECDs, such as a medical or family emergency. Therefore students, with written consent of administration, may be granted permission to use ECDs during regular school hours.

If the use of ECD is granted, the use may not in any way:

- Disrupt the educational process in the School District;
- Endanger the health or safety of the student or anyone else;
- Invade the rights of other at school;
- Involve illegal or prohibited conduct of any kind.

All cell phones brought to school by students must be registered with the office.

The use of an ECD in any locker room, bathroom, or other area in which students dress is prohibited at all times.

All students who violate this policy may be subject to appropriate disciplinary action as established by the building principal. These consequences may range from parent contacts, confiscation the student's phone, up to and including expulsion.

If an ECD is confiscated for disciplinary reasons, the information and contents of the device may be reviewed by school officials at their discretion.

Any student possessing an ECD shall be responsible for its care. At no time shall the District be responsible for the prevention of theft, loss or damage to any ECD.

VETERAN'S DIPLOMAS		
Date Approved:	02/17/03	Date Revised: 4/22/19

High School Diplomas may be granted to individuals who meet *all* the following conditions:

1. Is at least 65 years old, or is at least 55 years old and has a service-connected disability.
 2. Attended Birchwood High School OR attended high school in another Wisconsin high school and currently resides in the Birchwood School District,
 3. Left high school before receiving a high school diploma to join the U.S. armed forces during a war period.
 4. Served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces,
- b)** Notwithstanding s. 118.33 (1m), award a high school diploma to a person who received a high school equivalency diploma under s. 115.29 (4) after serving on active duty under honorable conditions if the person meets the conditions of par. (a) 1. to 3.
- (c)** Award, upon request, a high school diploma to a person who has died, but who, before dying, satisfied the conditions of par. (a) 2. to 4.

Individuals seeking to obtain a diploma shall make application to the Superintendent. Diplomas may be granted at any time that is mutually convenient.

Legal ref: WI State Statute 120.13(37)

WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION	
Date Approved: 2/27/17	Date Revised: 6/24/19, 6/22/20

Policy Preamble

The Board of Education recognizes that good nutrition and regular physical activity affect the health and well-being of the students of the Birchwood School District (hereto referred to as the District). Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school. As required by law, the Board of Education establishes the following wellness policy.

Policy Leadership

The designated official for oversight of the wellness policy the Principal or Superintendent or his/her designee. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of the policy.

To assist in the creation of a healthy school environment, the District shall establish a Wellness Committee that will provide an ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than one time during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy.

The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture.

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include:

- Administrator, Board member
- Classroom teacher
- Physical education teacher
- School food service representative
- Community member/parent
- Student
- Medical/health care professional
- Nutrition and/or health education teachers
- School counselor

Nutrition Standards for All Foods

The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. All schools in the District participate in USDA child nutrition programs, including National School Lunch Program, School Breakfast Program, After School Snacks (NSLAE) and Summer Food Service Program.

Standards and Guidelines for School Meals

The District is committed to ensuring that:

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010 (www.fns.usda.gov/school-meals/nutrition-standards-school-meals).
- All schools in the District participate in USDA child nutrition programs.
- All meals are accessible to all students.
- Withholding food as a punishment shall be strictly prohibited.
- All meals are appealing and attractive and served in clean and pleasant settings.
- Drinking water is available for students during mealtimes.
- When possible, lunch shall be scheduled following recess for elementary students.
- Lunch shall be served between 11am-1pm.
- All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.
- The cafeteria is cashless-all students, regardless of the type of payment they make for school meals, are given a code to enter at the computer. It is prohibited for students with unpaid balances to be shamed in any way.
- After obtaining food, students will be able to stay in the cafeteria (within reason) and finish their meal, even if the bell rings for the next class.

In addition, the District's nutrition services shall;

- Notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals.
- Allow students the opportunity to provide input on menu items.
- Restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings.
- Explore the use of nontraditional breakfast service models (such as breakfast in the classroom) to increase breakfast participation.

Foods and Beverages Sold Outside of the School Meals Program

- All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.
- All food and beverages sold to students during before and after school programs shall meet the USDA Smart Snack nutrition standards.
- No beverages with non-nutritive sweeteners (artificial or natural), such as diet iced tea, diet soda, etc. shall be sold to students during the school day regardless of their compliance with the USDA Smart Snacks standards.
- The sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels during the school day are prohibited.
- Fundraising during and outside school hours use only non-food fundraisers, and the District encourages those fundraisers promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- The District adheres to the Wisconsin Department of Public Instruction fundraiser exemption policy and allows two exempt fundraisers per student organization per school per year. All other fundraisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

Marketing

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart

Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

Foods Provided but Not Sold

Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior.

Nutrition Education

The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education. Nutrition education shall be provided to families via handouts, newsletters, postings on the web-site, presentations, and workshops.

Nutrition Promotion

The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

Physical Activity

The District shall provide students with age and grade appropriate opportunities to engage in physical activity. As such:

- Children and adolescents should participate in 60 minutes of physical activity every day.
- The District shall also provide opportunities for students to participate in physical activity in addition to physical education
- Physical activity during the school day shall not be withheld as punishment.
 - Participation on sports teams may be exempt from this rule if related to failure to meet WIAA or other school codes, e.g. academic or attendance requirements.
- Elementary schools shall offer at least 20 minutes of recess on all or most days during the school year (early dismissal/late arrival days are exempt).
- Outdoor recess shall be offered weather permitting (0 degrees F or above with windchill).
- Recess monitors/teachers shall encourage students to be active during recess.
- Schools shall provide physical activity opportunities for all students before and after school. Activities include physical activity classes/clubs, physical activity in aftercare, intramurals, and varsity sports.

Physical Education

- The District shall provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.
- Students shall be moderately to vigorously active for at least 50% of class time during all physical education class sessions.
- All physical education classes are taught by licensed teachers who are certified to teach physical education.
- Physical education staff shall receive professional development on a yearly basis or as needed.
- In health education classes, the District shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning

- process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.
- There will be no substitutions allowed for the physical education requirement.

Other School Based Activities that Promote Wellness

As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle. As such:

- The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being.
- Students shall be allowed to bring and carry throughout the day approved water bottles filled with only water.
- Staff is strongly encouraged to model healthful eating habits, and are discouraged from eating in front of children/sharing food with children during regular class time, outside of activities related to the nutrition education curriculum.
- The nutrition education curriculum may use the school garden as a teaching tool.

Staff Wellness

The District will implement the following activities below to promote healthy eating and physical activity among school staff.

- Administration of flu shots at school.

Community Engagement

The District shall inform and invite parents to participate in school-sponsored activities throughout the year. The District shall actively inform families and the public about the content of and any updates to the policy through Website/Facebook. The District shall provide information on how the public can participate in the school wellness committee on an annual basis.

Every two-three years, members of the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

WORK STUDY & WORK RELEASE REQUIREMENTS		
Date Approved:	6/18/01	Date Revised:

The following criteria shall be used when determining whether a high school student is a participant in the Work Study or Work Release programs:

<i>Criteria</i>	<i>Work Study</i>	<i>Work Release</i>
Eligibility – Jr. or Sr. in good standing	Yes	Yes
Continued Eligibility – Satisfactory progress towards graduation, behavior and attendance	Yes	Yes
Related to Student's Field of Study or Stated Career Interests	Yes	N/A

Bona fide Employer (insured, worker's compensation, payroll deductions, etc.)	Yes	N/A
High School Credit	Yes ¹	No
Signed Release of Information with Employer	Yes	Yes
Contract with Employer	Yes	No
Quarterly Written Employer Evaluation	Yes	No
Duration	Evaluated on quarterly basis	Evaluated on quarterly basis
Hours per Day	Determined on Individual Basis – all work for which credit is sought must be done during school hours	No more than 1/2 school day
Attendance Requirement - If not in school, not at work	Yes	Yes
School Rules of Conduct and Compulsory Attendance Apply to Workplace	Yes	Yes
Work Permit Required	Yes	Yes
Counselor Must be Informed of Work Changes (employment status, hours, etc.)	Yes	Yes
Child Work Laws Apply	Yes	Yes

¹ Credit determination will be based on actual time worked on an equivalent basis with high school credit hourly generation. Credit will be granted upon successful completion of work on a quarterly basis.

Section 7 – School & Community Relations

ANNUAL NOTICES TO PARENTS	
Date Approved: 1/04	Date Revised: 7/23/18

Federal law requires that parents and/or student be informed on an annual basis on a variety of issues and policies. In order to be in compliance with these requirements the school district shall annually publish and/or make available to all parents and students the following notices:

- Annual School Performance Report
- Bilingual-Bicultural Education program
- Child Nutrition Programs
- Consent Option for Specific Activities
- Directory information
- Elector Registration Information
- Educational Options/Early College Credit Program (ECCP)
- Homeless Children and Youth Education
- Human Growth and Development Instruction
- Opt-Out Option for Specific Activities
- Parent Participation in Title 1 Programs
- Rights Under Protection of the Pupil Rights Amendment
- Special Education
- Special Needs Scholarship Program
- Student Attendance
- Student Assessment Information
- Student Locker Searches
- Student Nondiscrimination
- Student Privacy
- Student Records and Information
- Student Religious Accommodations
- Title I Program – Teacher Qualifications
- Use or Possession of Two-Way Communication Devices

A yearly record shall be kept documenting compliance with the publishing of these annual notices.

References:
Section 115.385(4)

CITIZEN PARTICIPATION & VOLUNTEER AIDES	
Date Approved: 6/15/92	Date Revised: 8/26/19

Volunteers will be assigned instructional duties only with the knowledge and permission of the superintendent. Volunteer instructional aides will perform only those duties that can be performed by a person not licensed as a classroom teacher. These duties will not include assigning grades to students. It is not necessary that volunteer instructional aides perform their duties in the presence of professional teachers, but each teacher will remain responsible for the instruction of his or her pupils, even when this instruction is provided by a volunteer aide.

(1) A school board member may serve as a volunteer coach or a supervisor of an extracurricular activity if all of the following apply:

- (a) The school board member does not receive compensation for serving as a volunteer coach or supervisor.
- (b) The school board member agrees to abstain from voting on any issue that comes before the school board that substantially and directly concerns the activity that he or she coaches or supervises while he or she is serving as a volunteer coach or supervisor.
- (c) The school board receives the results of a criminal background investigation of the school board member conducted by the department of justice or the federal bureau of investigation.
- (2) Subsection (1) (b) may not be construed to require a school board member who is serving as a volunteer coach or supervisor to abstain from voting on the school district's annual budget.
- (3) Notwithstanding s. 120.001, this section applies to members of a school board of a common, union high, or unified school district.

Legal Ref: WI State Statute 120.20

COMMUNITY INVOLVEMENT IN DECISION MAKING		
Date Approved:	1/21/91	Date Revised: /

The Board of Education recognizes that the public has vast resources of training and experience useful to schools. The strength of the school district is in large measure determined by the degree to which these resources are used in an advisory way and to the degree that these resources are involved in supporting the improvement of the school district.

The Board of Education may involve citizens to act as advisers and resource people as it deems necessary. The advice of citizens will be given careful consideration.

FREE ADMISSIONS		
Date Approved:	3/15/93	Date Revised: /

Senior Citizens of the district (Age 55 or older) are eligible for a golden card school guest pass for all school spectator activities.

All members of the school staff will be issued a single pass for free admission to school spectator activities and will be expected to support proper behavior of fans and protection of school property.

KEY FOB ACCESS POLICY	
Date Approved: 1/28/19	Date Revised:

Access and accountability will be monitored by a key fob system in the Birchwood School District. It will record which fob holder enters, or attempts to enter, specific areas of entry and the times that the entry was made. The key fob that is issued to each member is the equivalent to a key for entry to specific areas of the school. The key fob is FOR THE SOLE USE OF THE PERSON TO WHICH IT IS ISSUED, AND IS NOT TRANSFERABLE.

General Rules for FOB Use:

1. Misuse of the fob or failure to follow proper procedures could result in forfeiture of building access. Such actions will be at the sole discretion of an administrator. It is every fob holders' responsibility to protect district property and provide security for the building, students and staff members.
2. Each member is responsible for keeping track of his/her key fob. Should the fob become misplaced or should it be lost, it is the responsibility of each member to report the situation to administration immediately.
3. The key fobs are not to be given or loaned to anyone else, including other members.
4. It is each members responsibility to make sure that any access door that would be locked or closed remains so after the member has gained access. Do not leave any doors ajar.

5. Each door is controlled independently. If a fob fails to open a door, try another door for access.

Summary:

This building access policy is written to insure that every individual feels safe while in the building, and to secure the equipment and electronics. Each fob holders' full and respectful cooperation is needed to make this policy achieve the desired security.

I read and fully understand the Key Fob Access Policy.

(Signature)

(Date)

PERSONAL VEHICLE USE BY PEOPLE OTHER THAN A PARENT OR GUARDIAN	
Date Approved: 6/26/17	Date Revised: 7/22/19

In order to assure safe transportation of our students, the School District of Birchwood has adopted the following policy and form.

On rare occasions, students may need to be transported by someone other than their parent or school personnel. Parents may not drive other students, when participating in a school-sponsored event, without filling out the necessary form (a copy of which is at the end of this policy).

Private vehicles may be used to transport students to or from any activity or business of the District under the following conditions:

1. Approval - All individuals (district employees, volunteers or persons contracted to provide transportation) requesting or requested to transport students in private vehicles must be preapproved by the District Administrator or his/her designee.
2. Insurance Coverage - The vehicle operator must show proof of insurance coverage before the vehicle's use is authorized and provide updated proof upon expiration of coverage.

*** Important *** If a personal vehicle is used, district insurance is secondary and excess of personal insurance. Personal vehicles should only be used as a last resort. Personnel are expected to use a school vehicle whenever possible.

3. Operator requirements - The vehicle operator:
 - a. Shall possess a valid regular (non-probationary) Wisconsin operator's license or a valid non-probationary operator's license issued by another jurisdiction and provide a copy of the license to the District Administrator or his/her designee.
 - b. Shall be at least 18 years of age and have at least two years of licensed driving experience.
 - c. Shall have sufficient use of both hands and the foot normally employed to operate the foot brake and foot accelerator.
 - d. May be required to submit, at least every three years, a medical examination form indicating that he/she is not afflicted or suffering from any medical or physical disabilities or disease which could prevent the operator from exercising reasonable control of the vehicle. Payment for said physical examination is the responsibility of the vehicle operator.
 - e. Shall not have more than two moving violations in the past two years from the date of violation occurrence. This requirement/condition may be waived by the District Administrator based on the circumstances of the violations. Updated abstracts may be required from time to time at the District's discretion.
 - f. Any traffic violations committed by a driver while using a private vehicle for district business are the financial responsibility of the driver. The vehicle driver and passengers must follow all applicable state of Wisconsin safety and legal requirements.

4. Seating Arrangements - A vehicle may not be used to transport more persons than can be seated on the permanently mounted seats without interfering with the operator. All passengers are required to use seat belts.

5. Criminal History Checks - If the District employs or contracts with any individual or utilizes a volunteer to provide transportation in vehicles covered by this procedure, the District may also take the following actions prior to allowing the individual to transport students:

A. Obtain a completed background information form from the driver.

B. Conduct a criminal background check as required by state law.

C. Conduct a driver record check as required by state law.

(This does not apply to individuals who hold a valid school bus endorsement, as such background checks are completed as part of the licensing process.)

6. Use of Electronic Devices – Drivers transporting students under this procedure shall not operate any electronic device (such as a cellular phone, tablet, laptop or portable television) while the vehicle they are driving is moving. The ONLY time these devices can be utilized is when the vehicle is parked.

7. Any person otherwise qualified to transport students shall agree not to carry a concealed weapon while transporting students, other than the person's own children, even if they are a holder of a concealed carry permit. This does not apply to law enforcement personnel.

Parents of students that will be passengers in the vehicle, must be informed that their son/daughter is riding with another parent. The school must receive a note from each parent that the parent supports another parent transporting their child.

Legal Reference:

Sections 110.075 Wisconsin Statutes 121.555

Use of Personal Vehicle to Transport Student Form

Requestor's Name: _____ Today's Date: _____

Name of Insurance Carrier: _____

Cell Phone Number: _____ No. of Passengers: _____

Names of Students Riding wWith You: _____

Destination: _____

Purpose of Trip: _____

Date(s) of Use: _____ Departure Time: _____ Return Time: _____

Do you have any moving violations in the past two years? _____ Yes _____ No

If yes, please explain: _____

Permission slips collected from parents of students riding with you: _____ (how many)

A permission slip is attached for each student. Please return slips to the staff member in charge of the event.

PUBLIC COMPLAINTS		
Date Approved:	6/15/92	Date Revised: 8/24/20

Any District resident or parent of a student attending the District shall have the right to present a request, suggestion, or complaint concerning District personnel, specific program(s), the operations, or instructional materials in accordance with this policy. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to provide a remedy, where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. When such informal meetings fail to resolve the differences, more formal procedures may be employed.

Complaints shall be made and processed pursuant to the following complaint procedures. The timelines set forth below will be used unless all parties agree to an extension. If the complaint is subject to a more specific complaint procedure, that complaint procedure should be used instead.

- A. The Board advises the public that the proper channeling of complaints involving instruction, discipline, personnel, or learning materials is as follows: teacher, principal, superintendent, school board.
- B. If the complainant is not satisfied with the teacher's response, the complainant may, within five (5) days, request a formal review of the matter by calling or sending a written complaint to the principal via mail or email. The complaint should include, at a minimum: the specific nature of the concern and a brief description of the facts giving rise to it; a brief statement explaining why the complainant was not satisfied with the teacher's response; and a brief description of the requested remedy, including an explanation of why the requested remedy would resolve the issue.
- C. Upon receiving the complaint, the principal will meet with the complainant and the staff member and try to resolve the issue. If the issue can not be resolved, it will be brought to the attention of the Superintendent.
- D. Upon receiving the complaint, the Superintendent, at his or her discretion, shall either provide a written response to the complaint or designate an appropriate administrator to review and respond to the complaint. The Superintendent or designee, at his or her discretion, may decide to meet with the complainant before providing a written response. The written response will be sent within thirty (30) school days of receiving the complaint from the principal.
- E. If the complainant is not satisfied with the Superintendent response, the complainant may file a written request to meet with the Board. The request shall be filed with the Board's secretary within fourteen (14) calendar days of receiving the Superintendent or designee's response. The written request should include, at a minimum, a copy of the complaint and a brief statement explaining why the complainant was not satisfied with the Superintendent or designee's response.
- F. Upon receiving the written request, the Board may, at its discretion, review the matter and/or meet with the complainant and other appropriate individuals. Within sixty (60) school days of receiving the request, the Board may send a written response to the complainant's request.

Legal reference: Sections 118.01, 118.13, 121.02(1)(h), Wis. Stats. PI 8.03(2)(h), 9 Wis. Admin. Code

ACCESS TO PUBLIC RECORDS-(NOTICE) EXHIBIT	
Date Approved:	Date Revised: 6/25/18

ACCESS TO PUBLIC RECORDS

The Birchwood School District is a public school district providing education to students in grades 4K through 12. The School Board, consisting of five members is the governing body of the District. Individual members of the School Board are elected or appointed to their office per state statutes.

The School Office is located at 300 South Wilson Street, Birchwood, Wisconsin 54817.

Several positions within the District constitute local public offices for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual board members
2. Officers of the School Board
3. District Administrator
4. School Principals

The District Administrator serves as the legal custodian of records for the following District authorities:

1. The District, including the School Board as the governing body;
2. All committees which are subunits of the Board;
3. Other District records authorities created by law or by rule or order;
4. The officers of the Board (President, Vice President, Clerk, Treasurer, Secretary), and the individual members of the Board, but only to the extent such records are maintained at any District-owned or District-controlled facility, or on any District-controlled computer system. Each individual officer and member of the Board is the sole legal custodian of the records of his/her office to the extent such records are maintained at any facility, or on any computer system, that is not owned or controlled by the District.

The building principal shall serve as a deputy custodian concerning the education records of the students presently attending school in their building(s) or programs.

Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to the records custodian during the regular business hours of the School Office, which are Monday through Friday from 7:30 a.m. to 4:00 p.m. except for holidays and such other exceptions as may be established in connection with the school calendar. Such requests may be made to:

Birchwood School District
Custodian of Public Records
300 South Wilson Street
Birchwood, WI 54817

All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.

All requests will be processed as soon as practicable. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request.

FEE SCHEDULE APPLICABLE TO REQUESTS FOR ACCESS TO PUBLIC RECORDS

The following fees are authorized to be charged to persons who request to inspect or copy the records of a District authority, to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. \$.25 per side of a page for each paper copy that is made of any standard-size paper record. Separate charges, not to exceed the actual, necessary and direct costs, may apply for issuing copies of photographs, electronic records, records which require transcription, or other specialized records;

2. The actual, necessary and direct cost of photographing and photographic processing for providing a photograph of a record, when the record does not permit standard copying;
3. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester; and
4. If records are mailed or shipped to the requester, the actual postage/shipping costs thereof shall be charged.

Prepayment of authorized fees may be required for any request where the total fees exceed \$5. In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, those other fees may be charged. Requesters shall make checks for fees payable to: Birchwood School District.

SPECIAL NOTICE REGARDING RECORDS CONTAINING INFORMATION THAT IS PERSONALLY-IDENTIFIABLE TO A STUDENT

A parent, guardian or adult student who, pursuant to applicable state or federal law, wishes to inspect or copy personally-identifiable student records maintained by the District should submit such requests to the office of the student's current building principal, provided that the student in question is still enrolled in the District. Requests for records of former students should be submitted to the District Administration Office except that requests for a copy of an individual's own high school transcript should be submitted to the High School Office. For more information regarding student records and accessing student records, see the District's student records policies and the student handbook. Fees other than those fees applicable to access to public records may apply to requests for student records.

USE OF SCHOOL FACILITIES			
Date Approved:	6/26/17	Date Revised:	7/27/20

The schools are owned by the citizens of the School District and the Board of Education encourages the use of school facilities by our community.

Application for Use

- A. The attached application must be completed to specify the total facilities and equipment requested, the dates and times needed, name of organization or group, use, type of group, and name of the person to contact within such organization or group.
- B. The application shall be submitted at least 7 working days prior to the usage date.
- C. Liability insurance coverage may be requested of the organization or group. When required, a certificate of insurance must be attached to the application. Minimum acceptable limit is \$1,000,000. A signed copy of the Certificate of Liability Insurance may be required prior to using district facilities. Further, the liability insurance policy may require the district be named as additionally insured.
- D. The applicant shall indicate if food or other materials will be sold or distributed and whether an admission fee is charged.
- E. The School District reserves the right to deny the use of school facilities.
- F. The user organization or group shall be responsible for payment of damages occurring during use.
- G. The user organization or group shall be liable for personal injury occurring as a result of use.
- H. Alcoholic beverages, drugs, or other controlled substances are not allowed in school buildings or on school grounds. Smoking is prohibited on school property by State statute.
- I. Supplies, sporting equipment, audio-visual equipment may be available for use but must be pre-arranged before meeting time and specified on the application. If a group brings in its own equipment, the district assumes no liability in connection with the use, loss, or damage of that equipment. Any equipment must be removed from site after usage is completed.

J. Groups are responsible for all clean-up of the activity to include inspecting bathrooms and notifying custodians of problems.

K. The user organization or group shall provide sufficient supervisors, chaperones, or crowd control personnel. School personnel on duty (custodians or building monitor) will supervise the operation of the facilities, but are not required to supervise the group or its activities. For safety reasons, youth need to stay with the group and must be supervised at all times. Organizations using kitchen facilities must have a district food service employee on duty to supervise food preparation. The average overtime cost of a food service supervisor is \$26.00 per hour.

L. If the building request is for the gymnasium, it is required that all people attending wear tennis shoes.

M. The following chart indicates which groups will be charged.

Group Type	Custodial Overtime? (Beyond Regular Work Hours or on Weekends)	Facility Charge?
School-sponsored activities (athletics, plays, assemblies, etc..)	No	No
Community based not-for-profit groups (Scouts, Churches, etc..)	Yes	No
Community based for-profit groups	Yes	Yes
Non-community based not-for-profit or for-profit	Yes	Yes
Individuals	Yes	Yes

Custodial charges at hourly rate plus retirement and social security. Custodial time on a weekend or beyond the person's regular work day will be charged as overtime, and include retirement and social security. Overtime for an average custodian in 2016-2017 school year is approximately \$26.00 per hour. That average rate may change each year. Custodians typically work Monday-Friday 7:30am-9pm.

Facility charges are at a rate of \$25 for 0-4 hours and \$50 for 5-8 hours to support the cost of electricity and facility deterioration.

The School District shall not discriminate in the methods and practices of school facility use on the basis of age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, color, handicap, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Birchwood School District Facility Use Agreement

300 South Wilson Street
Birchwood, WI 54817
715-354-3471

Signing below accepts Hold Harmless Provisions and Usage Criteria. Applications need to be submitted to the District Office 7 days prior to the intended date(s) of use. Notification of cancellation must be given at least 3 days prior to the event. A fee may be imposed if the District is not notified of a cancellation.

Name of Organization: _____ Today's Date: _____

Home or Business Address: _____

Name, title, phone number, and email address of person requesting the facility:

Facility Requested: _____

Date(s) Requested: _____ Time: from _____ to _____

Number Expected: _____ Quantity Needed: Tables: _____ Chairs: _____

List activities giving detailed description and safety precautions taken:

List any equipment/items you wish to bring on the property:

List of equipment you may need to borrow:

Facility charges are at a rate of

\$25 for 0-4 hours and \$50 for 5-8 hours to support the cost of electricity and facility deterioration. Overtime for an average custodian in 2016-2017 school year is approximately \$26.00 per hour. That average rate may change each year. Custodians typically work Monday-Friday 7:30am-9pm.

Note: This is not a COVID-19 (or other pandemic) risk-free facility. The District is following governmental rules, statutes, and advice from the CDC, Department of Public Instruction, Department of Health Services, and Washburn County Health Department. Therefore, we, the undersigned, do hereby waive, release, absolve, indemnify and agree to hold harmless the BIRCHWOOD SCHOOL DISTRICT, their officials, supervisors, and participants to any claim and damages as a result of the above activity.

*****For District Use*****

Insurance Received: Yes _____ No _____ Dates/Times Available: Yes _____ No _____

Existing custodial staff will be used for the event: Yes _____ Name _____

No _____ Staff Present: _____

Fees- Rental Cost: _____ Staff Cost: _____ Total Cost: _____

District Administrator Signature: _____ Date: _____

VISITORS TO SCHOOLS

Date Approved: 8/2/91

Date Revised:

10/23/17

Definition of "Visitor." A "visitor" means any person who enters a district facility except for the following: enrolled students who are in the facility to attend school, to participate in a school sponsored event or activity, or to attend a meeting of a student-initiated, non-curriculum related group that is recognized by the District; administrators; employees who are assigned to work at the facility or are otherwise authorized to enter the facility; and volunteers who have been assigned to be in the facility at the time of the visit.

2. Sign-In Procedures. All visitors must comply with the following procedures:

a. Immediately upon entering a District facility, all visitors must report to the administrative office or reception desk. Signage to this effect must be prominently displayed on or near all unlocked doors to the facility.

b. Upon reporting to the administrative office or reception desk, all visitors must complete a form that requires them to do the following: print and sign their names, state the purpose of their visit, state the time of their arrival, and state the location of the building in which the visit will occur.

- c. Parents who wish to observe their children in the classroom during the regular school day must schedule the visit in advance with the classroom teacher or the building principal.
 - d. The building principal or a designee will follow this policy in determining whether or not permission will be granted for a visit to a school building.
 - e. If permission for a visit is granted, the visitor will be given a visitor's identification badge.
 - f. All visitors must wear the issued visitor identification badge in a conspicuous location at all times while in a District facility building.
 - g. If a District employee sees a visitor in a school building without a visitor's identification badge, the employee must either escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
 - h. Upon completing a visit, a visitor must return to the administrative office or reception desk, return the visitor's identification badge, sign his/her name on the same form that was signed upon entering the building, and state the time of his/her departure.
 - i. The sign-in procedures do not apply to members of the public who are in a limited part of the facility in order to attend an event that is open to the public, such as parent-teacher conferences, a school board meeting, concert, play, or an athletic contest.
3. **Communication Protocols.** The District recognizes that under limited circumstances parents may occasionally need to communicate with their children during the school day. When this need arises, parents must follow one of the following procedures:
- a. Parents may call the office and ask to speak with their child. School staff will then locate the child and instruct the child come to the office to speak with the parent by telephone. This may occur by making an announcement over the school's intercom system or phone system. Students generally will not be permitted to place or receive a call from a classroom.
 - b. Parents may enter the office and ask the office staff to call their child to the office. Parents may not go directly to a classroom or to any other location in a District facility without complying with the Visitor Procedures stated in this policy.
 - c. Students will not be permitted to make calls or receive calls on personal cell phones during any class period.
4. **Administrative Procedures in Response to Inappropriate Conduct.** The administrator, principal, or designee may take the following steps when a visitor violates this policy or engages in other inappropriate conduct:
- a. Notify the offending visitor that his or her conduct is inappropriate.
 - b. Notify the offending visitor that if the conduct does not cease immediately, the visitor will be required to leave the building.
 - c. Notify the offending visitor that he or she is required to immediately leave the building.
 - d. Contact law enforcement.
 - e. Document the incident.
 - f. Take other action that the administrator, principal, or designee reasonably deems to be prudent or necessary in order to protect the safety of students, staff, or school property or to maintain an environment that is conducive to learning and working.
 - g. Any step or steps of this procedure may be skipped or addressed at a later time if the administrator, principal, or designee determines, in the exercise of his or her professional discretion, that immediate removal of the offending visitor is in the best interests of the students or the staff.
5. **Rules of Conduct.** All visitors must demonstrate respect and civility when interacting with other individuals during a visit. In addition, all visitors must immediately comply with any and all lawful directives given by a District employee, including a directive to leave the building.
- Visitors must not do any of the following during a visit:
- a. Violate any law or policy of the District;
 - b. Make any threat or engage in any threatening behavior;
 - c. Engage in any conduct that is designed to intimidate another person or that could reasonably be perceived as being designed to intimidate another person;
 - d. Swear or use vulgar language;
 - e. Demonstrate hostility toward another person;

- f. Engage in conduct that is objectively rude;
- g. Make or participate in making any personal attacks against another person;
- h. Make or participate in making any objectively disrespectful, demeaning, disparaging, or insulting comments or statements about or to another person;
- i. Confront or make physical contact with any person other than their own child, unless the physical contact is part of the normal greeting process, such as a handshake, or is reasonably necessary to prevent imminent harm to another person or serious harm to property;
- j. **Photograph, film, or otherwise record any students, employees, or volunteers of the District outside of an event that is open to the general public;**
- k. Enter onto school property while impaired from the use of alcohol or any other chemical;
- l. Create or participate in creating a disruption to the learning or working environment. Examples of disruptive behavior include, but are not limited to, using a raised voice, shouting, or yelling; talking with a teacher or a student while observing in a classroom; and engaging in other conduct that interrupts a lesson while observing in a classroom.

*NOTE: This policy may not be construed to limit the ability or right of any person to file a complaint in accordance with any law or District policy governing the filing of complaints.

6. **Classroom Observations by Parent.** The administrator, principal, or a designee may deny a parent's request to observe his or her child in the classroom, or may revoke permission for such a visit, if the administrator, principal, or designee determines that:

- a. The parent has failed or refused to comply with any part of this policy, including the requirement that classroom visits be scheduled in advance;
- b. The parent observed in the classroom on a prior occasion during the school year and created a disruption or violated this policy in some other respect;
- c. The requested date or time for the visit is educationally inappropriate or inconvenient, such as when a test is being administered, when a substitute teacher or guest speaker is present, or when students are going on a field trip;
- d. The parent has observed the child in the classroom on at least three prior occasions or for three or more hours during the school year;
- e. The parent's parental rights have been terminated or the parent does not have physical custody or visitation rights during the school day or during the specific period of time when the parent wants to observe the classroom; or
- f. In the discretion of the principal or the administrator, the parent's presence in the classroom is not in the best interests of the student, other children, or staff.

7. **Classroom Observations by Independent Examiner.** If the parent of a special education student requests an independent educational evaluation or hires an independent examiner to evaluate the student, and the parent requests that the independent examiner be permitted to observe the student in the classroom, the District will allow the independent examiner to visit and observe the student in the classroom to the extent permitted by law, provided that the independent examiner complies with this policy and does not create a disruption.

8. **Other Visits by Parent.** The administrator, principal, or a designee may deny permission for a parent to visit any part of a District facility if the administrator, the principal, or the designee determines that:

- a. The parent has refused or failed to comply with any part of this policy;
- b. The parent violated any rule or procedure of this policy while visiting a District facility on a prior occasion during the school year;
- c. The requested date or time for the visit is educationally inappropriate or inconvenient;
- d. The parent presents a risk of harm to a student, to a staff member, or to District property; or
- e. The parent's actions or words suggest that the parent is impaired from using alcohol or another chemical.

9. **Appeal of Denial of Request to Visit.** If a parent believes that his or her request to visit a District facility has been improperly denied, the parent may submit a written appeal to the Superintendent. The decision of the Superintendent or a designee is final.

10. **Visits by Third Parties.** The administrator, principal, or a designee may, as he or she sees fit, deny a visitor's request to visit any part of a District facility if the visitor is not a parent of a child who attends school in the facility.