ELMBROOK SCHOOLS
School District of Elmbrook

2011-2012 School Calendar

Denotes "Non-School Days" Partial or Full

Bold Dates Denote Teachers-No Students

Early Release EVERY Thursday Unless Otherwise Designated

August

New Teacher Inservice	24
Possible Inservice	25-29
Teacher Inservice	30
Teacher Workday	31

September

Classes begin	1
No School – Labor Day	5

October

* Half Day AM Classes K-8 Only	20
* No School K-8 Only – Parent/Teacher Conferences	21
No School – Teachers Convention	27, 28

November

☐ Half Day AM Classes 9-12 Only	4
◯ Half Day AM Classes K-12	7
No School – Conference Release Day	23
No School – Thanksgiving Break	24, 25

December

No School – Conference Release Day	23
No School – Winter Recess	26-30

January

Classes Resume	2
No School – Teacher Workday	23

February

* No School – K-5 All Day; Half Day AM Classes 6-8	23
No School – Teacher Inservice	24

March

☐ Half Day AM Classes 9-12	23
◯ Half Day AM Classes K-12	26

April

No School – Spring Break	6-13
Classes Resume	16

May

No School – Memorial Day	28

June

Last Student Day	7
Teacher Workday	8

Inclement Weather Make-up Days

- First day: No make-up required
- Second day: June 8, 2012

Normal Start & End Times

Elementary Schools	8:50 - 3:43
Middle Schools	7:18 - 2:31
High Schools	7:55 - 3:09
Fairview South	8:20 - 2:59

Conference dates & early release times listed on reverse side.

August 2011

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

September 2011

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

October 2011

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

November 2011

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

December 2011

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

January 2012

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

February 2012

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

March 2012

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

April 2012

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

May 2012

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

June 2012

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

July 2012

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

EARLY RELEASE & HALF-DAY START & END TIMES:

Early Release Start & End Times - (Lunch Served)

Elementary Schools	8:50-2:46
Middle Schools	7:18-1:34
High Schools	7:55-2:12
Fairview South	8:20-2:02

Half-Day Start & End Times -(No Lunch Served)

Elementary Schools	8:50-11:56
Middle Schools	7:18-10:37
High Schools	7:55-11:14
Fairview South	8:20-11:39

CONFERENCE DAYS:

FALL

HIGH SCHOOLS	Thursday	10/6/11	Evening
	Thursday	12/8/11	Evening
ELEMENTARY, MIDDLE & FAIRVIEW SOUTH	Wednesday	10/19/11	Evening
	Thursday	10/20/11	Evening
	Friday	10/21/11	All Day (No Evening Conferences)

SPRING

HIGH SCHOOLS	Thursday	2/23/12	Evening
	Thursday	4/26/12	Evening
MIDDLE SCHOOLS & FAIRVIEW SOUTH	Wednesday	2/22/12	Evening
	Thursday	2/23/12	Evening
ELEMENTARY	Wednesday	2/22/12	Evening
	Thursday	2/23/12	Afternoon & Evening

STUDENT ATTENDANCE DAYS:

	Students	K-5	6-8	9-12
1st Quarter / Term	9/1 – 11/7	44	44	45
2nd Quarter / Term	11/8 – 1/20	45	45	45
3rd Quarter / Term	1/24 – 3/26	43	44	44
4th Quarter / Term	3/27 – 6/7	46	46	46
		178	179	180
1st Semester		89	89	90
2nd Semester		89	90	90
		178	179	180

10,650.3/11

DISTRICT MISSION

Mission of the School District of Elmbrook

The mission of the School District of Elmbrook is to educate and inspire every student to think, to learn, and to succeed.

Vision for the School District of Elmbrook

The future of the School District of Elmbrook is to be an exemplary District with an uncompromising commitment to achieve powerful results for all students.

Students communicate effectively, master core academic subjects, have the ability to solve complex academic and community problems, become independent analytical thinkers, develop interpersonal skills, use technology appropriately, make ethical decisions, understand differences in work cultures, and exhibit creativity.

All staff collaborates and engages with each other to deliver exceptionally strong, balanced programming through relevant, dynamic instruction focused on student learning. We demonstrate our commitment to continuous improvement through research, ongoing professional development, and use of best practice. We work relentlessly to develop meaningful connections with every student to ensure success.

Families and community participate in the life of the schools through partnerships and volunteering with the District to support the mission and vision. The District values this strong partnership, effectively communicates, and safeguards the community's investment. The culture of the School District of Elmbrook is built on a commitment to excellence and continuous improvement. Together we celebrate success.

Commitments of the School District of Elmbrook

Every student will learn and succeed.

All staff will engage students in learning and will ensure that learning occurs.

The District and schools will define high expectations, measure progress, pursue continuous improvement, and work to ensure that all students will learn.

The board, administration, and staff will actively promote and honor the commitments, mission, and vision of the District.

The District will partner with parents and community to provide support for every student to learn and succeed.

STUDENT SUPPORT SERVICES

Chapter 220 Voluntary Student Transfer Program

The Chapter 220 program allows non-minority suburban resident students to attend school in Milwaukee. Applications to attend a Milwaukee Public School in the fall should be submitted by suburban parents to the Elmbrook Chapter 220 office during the application period, which is usually in January. For more information call the Elmbrook Chapter 220 Coordinator at 262-781-3030, ext. 1191.

Open Enrollment

Under Wisconsin law, parents/guardians of resident Elmbrook students have the option of applying to another public school District for enrollment the following school year without tuition. During the month of February, applications may be made to the non-resident District with a decision to be made by mid-April. Parents are responsible for transportation of their children to the other District under the open enrollment law. The Elmbrook District and the other District must both give approval with the parents having the final decision once the school boards have approved the request. Students may return to their resident school District at any time.

A current resident of Elmbrook is permitted to remain in the District for an additional school year after moving if all of the following criteria are met:

1. The student was a resident of Elmbrook on the 2nd Friday in January.
2. The student moved out of the District after the 1st Monday in February.
3. The student was enrolled in Elmbrook continuously from the 2nd Friday in January to the end of the school year.
4. The student continues to be a resident of Wisconsin.

During the **additional** school year, the student **must submit an open enrollment application during the application period, which is usually in February** to be able to continue attending school in Elmbrook for future years under the open enrollment law. For more information call the Elmbrook Open Enrollment Coordinator, at 262-781-3030, ext. 1191.

Special Education: IDEA 2004

All children with disabilities for whom the District is responsible are provided a free appropriate public education. Children who are suspected of having a disability are referred for an evaluation to determine if they have a handicapping condition in one of the following areas:

A. Autism;
B. Cognitive Disability;
C. Emotional/Behavioral Disturbance;
D. Hearing Impairment;
E. Specific Learning Disability;
F. Other Health Impairment;
G. Orthopedically Impaired;
H. Significant Developmental Delay;
I. Speech or Language Handicap;
J. Traumatic Brain Injury;
K. Visual Impairment; or
L. Any combination of the above named by the State Superintendent of Public Instruction.

If a child is determined to have a disability through the evaluation process, an Individualized Education Program (IEP) is developed to identify the goals, objectives, supportive and related services the child requires to benefit from the educational process. Following the development of the IEP, an appropriate educational placement will be determined and offered to the parents/guardians.

All children with disabilities and their parents are guaranteed nondiscriminatory due process with regard to identification, evaluation, and placement procedures. A review is conducted annually to evaluate each child's educational program. A reevaluation is conducted at least every three years to determine if the child continues to require special education services.

Child Find Screening
The District offers a screening to identify children age birth to five who are suspected of having a disability. If a child has a vision, hearing, behavioral, speech/language, learning or orthopedic problem, parents can contact the Special Education Office at 262-781-3030, ext. 1190 for more information regarding a screening/assessment.

School Social Worker Services
The school social worker assists school staff, students and/or parents to develop, implement and evaluate plans to help students and families. The school social worker helps to identify factors that can make school a more successful and happier experience for students. Through the use of assessment, counseling, consultation and coordination of services, the school social worker effectively serves students, parents, school and community.

School Psychologist Services
The school psychologist assists school staff and parents in a better understanding of the individuality of the developing child. The school psychologist helps to enhance the social, emotional and intellectual adjustment of children through the provision of assessment, consultative and counseling services as well as through program planning. The psychologist's expertise in child development assists staff in developing educational plans that are appropriate to the individual needs of students.

School to Work
School to Work is an educational initiative that helps students make connections between what goes on in the classroom and the world of work. The focus at the elementary level is on occupational awareness, development of solid work and study skills, and building a strong academic foundation. The process becomes more comprehensive for students at the middle and high school levels and includes career planning, job shadowing, integrated and applied academics, as well as mentorship and apprenticeship opportunities. The emphasis throughout is for students to be able to make informed decisions about the skills and knowledge they need in order to be better prepared for additional education or work.

STAR: Students Taking Aim at Resiliency Program
The Students Taking Aim at Resiliency Program (STAR) is a part of the overall health curriculum. That curriculum includes instruction about the effects of alcohol and other drug usage. The STAR program provides additional instruction as needed to specific students. This instruction is designed to clarify the effects of chemical use or abuse and help students choose a drug-free lifestyle.

Parent Network
The Elmbrook Parent Network is a parent-run, formal organization. The mission of the Parent Network, your Elmbrook School's Community Connection, is to identify and address local parent concerns on academic and social issues by providing parents with tools and resources to assist them in guiding their children as they grow and become decision-makers.

For more information, contact your neighborhood school for the name of your Parent Network representative or check the District's website at http://www.elmbrookschools.org

DISTRICT POLICIES & PROCEDURES

District Policy Book
Board of Education policy books are available for review in all school building offices and libraries. They are also accessible on-line at the District's website at http://www.elmbrookschools.org. The following policies and procedures were selected for publication on the basis of relevance to parents and students.

Equality of Educational Opportunity – Pupil Nondiscrimination/Anti-Harassment – Board Policy 6005
The District is firmly committed to an educational environment that is free of discrimination and harassment in any form.

Discrimination means any action, policy or practice, including bias, stereotyping and student harassment which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, or which perpetuates the effects of past discrimination.

Student harassment means behavior toward students based in whole or in part on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.

The right of a person to be admitted to any school in the District, and to participate fully in and enjoy the benefits of any curricular, extracurricular, student services, recreational or other programs or activities will not be abridged or impaired because of discrimination based upon the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Sex shall not be utilized as a determinant for participation in a program except when sex is a bona fide qualification.

Discrimination based on any of the aforementioned characteristics is prohibited in the following areas:

1. Admission to any school, class, program or activity;
2. Standards, rules of behavior, or pupil harassment;
3. Discipline, suspension or expulsion of any student;
4. Acceptance or administration of gifts, bequests, scholarships, benefits, or other aids or services to pupils from private agencies, organizations or persons;
5. Selection of instructional or library media materials;
6. Methods, practices or materials used for testing, evaluating and counseling students;
7. Facilities;
8. Opportunities for participation in athletic programs or activities; and
9. Food service programs.

The District shall enforce rules pertaining to the conduct of students to maintain a favorable academic atmosphere wherein each student is treated with courtesy, respect, and dignity. The District shall immediately investigate complaints and take appropriate action as necessary to resolve complaints. Complaints shall be processed in accordance with the procedures established in Practice Statement 6005. All employees of the District are responsible for ensuring that discrimination or harassment behavior toward students does not occur. The District forbids any retaliation against anyone who reports an incident of discrimination or harassment.

This policy is not intended to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of students, including gifted and talented, special education, school age parents, bilingual/bicultural, at-risk, and other special programs; or programs designed to overcome the effects of past discrimination. In addition, this policy is not intended to prohibit separate locker rooms, showers, and toilets for males and females, or separate programs in interscholastic athletics for males and females, but the separate facilities or programs must be comparable.

Questions concerning the interpretation or application of this policy shall be referred to the principal or the Assistant Superintendent for Educational Services, School District of Elmbrook, 13780 Hope Street, P.O. Box 1830, Brookfield, WI 53008-1830.
(Revised 3/2003)

Complaint Procedure - Practice Statement 6005

Step 1
Any student who believes that he/she has been discriminated against or subjected to harassment by another student or employee, or a parent/guardian who believes that discrimination or harassment has occurred, should report the incident(s) in writing to the building principal/designee via the District's Discrimination/Harassment/Bullying Complaint form. The complaint form must be submitted to the principal/designee within 180 days of the incident. In the event a complaint is made to a staff member, the staff member shall fill out the complaint form and immediately submit it to the principal/designee. A third party witnessing or having knowledge of alleged discrimination or harassment shall also fill out the complaint form and immediately submit it to the principal/designee. The building principal, or his/her designee, shall conduct a thorough investigation of the alleged discrimination or harassment and report the results of the investigation and resolution of the complaint to the complaining party in writing within 10 school days of receipt of the complaint via the Disposition of Discrimination/ Harassment/Bullying Complaint form. Notice shall be provided to the complaining party if any extension to this timeline is needed. The complaining party will be advised of his/her right to appeal as part of the written notification. All complaints shall be kept confidential to the extent possible within the parameters of the investigation. Referrals to appropriate law enforcement or social service agencies will be made as deemed necessary for a given situation.

Step 2
If the complainant is not satisfied with the resolution of the complaint of alleged discrimination/harassment, he/she may submit a written request for appeal to the Assistant Superintendent for Educational Services, School District of Elmbrook, 13780 Hope Street, P.O. Box 1830, Brookfield, WI 53008-1830 within 10 school days following receipt of the Disposition of Complaint form. The Assistant Superintendent for Educational Services shall review the results of the initial disposition, discuss the appeal with the complaining party and the building administration as needed, and request any further investigation deemed necessary. Within 30 school days of the receipt of the appeal, the Assistant Superintendent of Educational Services shall determine the resolution of the appeal in writing to the complaining party with notification of further appeal rights.

Step 3
If the complainant is not satisfied with the Educational Services decision, he/she may appeal the decision in writing within 30 school days of receipt of the Educational Services decision to the State Superintendent of Public Instruction, Madison, WI.

Copies of the District's Discrimination/Harassment/Bullying Complaint form are available on the District's website, in the office of each school building, and in the Superintendent's office. The above procedures do not limit access to alternative actions available to the complaining party under the laws of the State of Wisconsin or the United States of America.

If the complaint alleges discrimination or harassment by the building principal, the Superintendent shall appoint another building principal to administer Step 1 of the complaint procedure.

If the complaint alleges discrimination or harassment by the Assistant Superintendent for Educational Services, the Superintendent shall appoint another Assistant Superintendent to administer Step 2 of the complaint procedure.

If the complaint alleges discrimination or harassment by the Superintendent, the Board may appoint an independent third party to administer Step 3 of the complaint procedure or may waive Step 3 of the procedure.

Complaints Related to Federal Programs
Complaints under 20 U.S.C. Sec. 12.31e-3 and 34 C.F.R. Sec. 76.780-76.782, commonly referred to as EDGAR complaints, that the State or subgrantee is violating a federal statute or regulation that applies to a program, shall be referred directly to the State Superintendent of Public Instruction in Madison. Complaints in regard to Titles I, II, III, IV and V of the No Child Left Behind Act of 2001 shall be made in accordance with the procedures in Board Policy and Practice Statement 6163.4.

Complaints Relating to Special Education or Section 504
Discrimination complaints related to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with special education or Section 504 needs shall be processed in accordance with established procedures in the district's

Special Education or Section 504 handbooks. The district contact for special education complaints is the Director of Special Education, and for 504 complaints is the Director of Student Services at the Central Administration Office, School District of Elmbrook, 13780 Hope Street, P.O. Box 1830, Brookfield, WI 53008-1830.

Violations of Policy

Violations of this policy shall result in discipline of the individual involved. In the case of an employee harassing a student, the discipline to the employee may range from a warning to termination, depending on the facts. In the case of a student harassing another student, the discipline to the student may range from a warning to expulsion from school, depending on the facts.

The District also recognizes that false or fraudulent claims of harassment may be filed. It will treat all harassment claims as valid unless and until the district's investigation reveals that the complaint was filed falsely, fraudulently or for an improper purpose. The district reserves the right to discipline any person filing a false or fraudulent claim of harassment, with the discipline ranging from a warning to expulsion from school, depending on the facts.
(Revised 5/2011)

Prohibition of Bullying – Board Policy 5148

The School District of Elmbrook is committed to providing a safe, caring and respectful learning community for all students and employees and strictly enforces a prohibition against bullying.

Definition: "Bullying" is typically aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. The behavior is repeated over time. Examples of bullying behavior include, but are not limited to:

- Intimidation and or harassment such as teasing, put-downs, cruel rumors, false accusations, hazing, name calling or making threats;
- Social alienation, exclusion, and isolation such as shunning or spreading rumors;
- Extortion;
- Written notes, phone calls, or electronic messages that are offensive, hurtful, slanderous, threatening, embarrassing, intimidating, insulting, degrading, stereotyping, or annoying;
- Verbal aggression or verbal assaults which are offensive, hurtful, slanderous, threatening, embarrassing, intimidating, insulting, degrading, stereotyping, or annoying;
- Nonverbal or emotional threats or intimidation;
- Any acts or attempted act or threat of physical aggression such as an assault on a student or employee or on their property;
- Any act which threatens or intimidates any person or group because of sex, race, religion, national origin, color, disability, sexual orientation, age or other protected status.

Prohibition: Bullying behavior by students, employees, and volunteers is prohibited whether it is among or between students, employees, volunteers, or any combination of these groups. Bullying is prohibited at school, on school premises, during school-sponsored activities, on school busses and at bus stops, or through the use of electronic, computer, and telecommunications messaging devices (cyber bullying).

In situations where cyber bullying occurs off school property or on a non-school computer or technology device(s) but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to disrupt or prevent a safe and positive educational or work environment.

Complaint Procedure: All students and employees are expected to watch for and report acts of bullying in any of the above described situations. Students are requested and encouraged to report acts of bullying to a staff member or an administrator either verbally or by using the Discrimination/Harassment/Bullying Complaint form (Practice Statement 6005). All employees are required to report acts of bullying to their immediate supervisor and/or building administrator either verbally or by using the Discrimination/Harassment/Bullying Complaint form (Practice Statement 6005). Administrators, or their designee, shall investigate reports of bullying and shall determine (1) whether the reported conduct actually occurred, (2) whether the conduct rises to the level of bullying, and (3) whether and what type of disciplinary action is warranted.

All reports of bullying are taken seriously and are considered confidential. When a student is involved in an incident that rises to the level of bullying, the student's parent(s) or guardian shall be informed of the nature of the complaint as soon as practicable and the fact that the matter is being investigated.

Retaliation against an individual(s) who reports bullying or potentially bullying behavior is strictly prohibited.

Consequences: Where it is determined that a student(s) participated in bullying behavior or retaliated against an individual for reporting bullying behavior in violation of this policy, the school may take disciplinary action, up to and including suspension, expulsion and referral to law enforcement for legal action.

Employees who have participated in bullying behavior, have become aware that bullying was taking place and failed to take action or to report the behavior, or have retaliated against an individual for reporting bullying behavior are considered in violation of the prohibition expressed by this policy and are, therefore, subject to disciplinary action.

This policy and complaint procedure shall be made available to all students and parents/guardians on an annual basis. Employees will also be informed of this policy on an annual basis.
Wis. Stat. 118.46
(Revised 4/2011)

Release Time For Religious Instruction – Board Policy 6113.2
The Board of Education recognizes the right of the parents/guardians to have their students released from school to obtain religious instruction outside the school.

The Board shall, without approval of the state superintendent, permit students with written permission of a parent/guardian to be absent from school at least 60 minutes, during the last hour of the school day, but not more than 180 minutes per week to obtain religious instruction outside the school during the required school period. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. The Board may deny the privilege of released time to students who absent themselves from such religious instruction after requesting the privilege. The time period, or periods, allotted for the student to be absent from school for the purpose of religious instruction shall be determined by the Board.

Any transportation to religious instruction or from religious instruction to the public school shall be the responsibility of the parents/guardians or of the organization sponsoring the religious instruction.

The District shall be released from all liability for a student who is absent from school for religious instruction.
(Revised 1/2011)

Promotion/Retention/Acceleration – Board Policy 5123
The principal shall approve the retention or promotion of students in consultation with the staff and parents/guardians. Retention/acceleration decisions shall consider current educational research and the circumstances involved to best meet the needs of the individual student. The **promotion/retention** of students through the grades shall be determined based on attendance in school and demonstrated competency in each of the following areas: reading, language, mathematics, science, and social studies.

For students to be promoted from fourth to fifth grade and from eighth to ninth grade, they must satisfy the criteria for grade advancement listed below and represented in the Promotion Flow Chart shown in the practice statement:

1. The student must attain passing grades/proficiency level in his/her core content classes (Reading/Language Arts, Math, Science and Social Studies) for the current school year. If the student does not consistently have passing grades in one or more of the core content classes then move to criteria 2.
   a. At grade 4: The student has demonstrated proficiency in most standards for a core content area.
   b. At grade 8: The student has maintained a D or better average in each core content area.

   If this step is not met, then move to criteria 2.

2. The student must perform on the current year Wisconsin State Assessment at basic level or above in the subject(s) not met in number 1

   If step 2 is not met, then move to criteria 3.

3. Principal/designee reviews the last three years of data to determine if the student has experienced consistent growth in the content in which the student has not met promotion requirements. A variety of data should be reviewed and may include district benchmark assessments, common assessments, Wisconsin State Assessment scale scores, IEP goals, ELL status.

   If step 3 has not been met, then move to criteria 4.

4. Principal/designee and classroom recommend promotion based on additional academic or non-academic student factors.

   If a recommendation is not made through step 4, then retention is indicated.

The **acceleration** of students through the grades shall be determined by the Assistant Superintendent for Educational Services/designee and the principal/designee in consultation with the staff and parents/guardians.
(Revised 4/2010)

Graduation/Separation – Board Policy 5127
Graduation requirements shall be reviewed by the Superintendent on an annual basis and at least biannually by the Board of Education. The Board shall approve changes prior to implementation.

Students shall be required to attend senior high school for four years in grades 9, 10, 11, and 12. To be considered a full-time student, they must be enrolled in the equivalent of six credits of study each year.

A minimum of 24 credits are required for graduation. The credits shall be acquired in grades 9, 10, 11, and 12. The attainment of the State Academic Standards of Reading, Language Arts, Mathematics, Science and Social Studies will be ensured through content area alignment. As a minimum, students must successfully complete
4 credits of English including writing composition
3 credits of Mathematics
3 credits of Science
3 credits of Social Studies including state & local government
1.5 credits in Physical Education
0.5 credit in Health
1 credit in Fine and/or Practical Arts
8 credits of Electives

The Board of Education encourages students to participate in eight semesters of education in grades 9 through 12 to broaden their educational background. However, students who have completed graduation requirements as specified in this policy may apply for early graduation.

Upon completion of the above criteria students shall be scheduled for graduation. A student with an Individual Educational Plan (IEP) shall receive a notice of graduation when it is determined that the requirements have been met in accordance with Department of Public Instruction regulations.

Students that are credit deficient at the end of their 12th grade year must complete those credits by the end of the summer or return to school prior to the third Friday in September of the following school year; otherwise they will be exited as dropped out.

If credit deficient students return after the third Friday in September, they become members of the current year's class. They would receive that year's diploma. These students are under all requirements of that graduating class.

Foreign exchange students are granted a Certificate of Attendance. They do not receive a diploma.

Graduating students and those within one credit of graduation and registered for summer school will be allowed to walk across the stage and be recognized at the graduation ceremony.

Phase in Plan:

Policy Changes Effective during the 2011-12 School Year

Graduating Class of:	Course Requirements	Graduation Total Credit Requirements
2012	1 additional 0.5 credit of choice	22.5 credits
2013	1 additional credit of choice	23 credits
2014	Additional 1.5 credits of choice	23.5 credits
2015	1 science, 1 add'l. credit of choice	24 credits
2016	1 science, 1 math	24 credits

(Revised 1/2011)

Release of Student Records – Directory Data - Board Policy 5125.3

Wisconsin Statutes stipulate that certain information contained in student records entitled "Directory Data" may be released to specified organizations or institutions as selected by the School District.

The following is the "Directory Data" information that may be released to the institutions or organizations specified:

A. Student's name, address, telephone number and school grade of attendance will be released to the following:
   1. Waukesha County Technical College (seniors and students who drop out of school).
   2. The United States Military Services.
   3. Wisconsin Department of Public Instruction.
   4. Law enforcement agency, district attorney, city attorney or corporation counsel, county department, or a court of record or municipal court for school attendance, alleged criminal or delinquent activity, or for emergency health or safety reasons.
   5. District parent organizations.
   6. Alumni reunion committee.
   7. Vendors designated as official providers of school-related services.

B. Student's name, address, telephone listing, school grade level, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, awards received, school most recently previously attended may be released to:
   1. District-sponsored publications.
   2. Media.
   3. Private and public sponsored magazines, journals, monographs, etc. as appropriate.

The District will give public notice annually of the categories of student information it may release to District specified organizations and institutions. After publication of the notice and before the initial release of information, the District will allow a reasonable amount of time (14 days) for a parent, legal guardian, guardian ad litem of the pupil or adult student to inform the school that all or any part of the directory data may not be released without prior written consent of the parent, legal guardian or guardian ad litem of any pupil or adult student.

Notice of these regulations shall be published in the officially designated public newspaper during the last week of July each year. The Assistant Superintendent for Educational Services shall be responsible for issuing the public newspaper notification on an annual basis. This policy will also be printed in the student handbooks, and a Student Information Publishing & Releasing Opt-out Form will be available annually with fall school registration materials and when new students enroll mid-year.

If "Directory Data" is requested by any person or other institutions or organizations, a request to include the population and intended use of the data, must be submitted in writing to the Superintendent. Directory Data, limited to parent/guardian names and addresses, may be released in a format provided by the District upon receipt of payment for costs associated with filling the request.

(Revised 5/2011)

Student Records – Board Policy 5125

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. <u>DEFINITIONS</u> For the purpose of this policy, the following definitions shall apply:
   A. <u>Student (pupil)</u>: Any person who attends or has attended a program of instruction sponsored by the District.
   B. <u>Eligible Student (adult student)</u>: A student or former student who has reached 18 or is attending a post-secondary institution.
   C. <u>Parent</u>: 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. <u>Pupil Records</u>: Any record (in handwriting, print, tapes, film, computer disc, print-out or any other material on which written, drawn, printed, spoken, visual or electromagnetic 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.
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).
4. Pupil Physical Health Records: These 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.

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 is 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 (l) or (lm).

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. Each August, the principal of each school shall include with school registration information, a notification informing 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 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, DC 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 Learning and Special Needs 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(l) 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 (Practice Statement 5125) 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 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 student's 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 thirty cents (30¢) 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.

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 rights and why.

The request shall be dated and signed by the requester and sent to the Director of Student Services and Post Secondary Student Learning.

b. Within 20 working days after the Director of Student Services and Post Secondary Student Learning/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 Student Services and Post Secondary Learning/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 Student Services and Post Secondary Learning/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.

f. 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 disclosed, the explanatory statement shall also be disclosed.

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 of 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.

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.

IX. MAINTENANCE/DESTRUCTION OF PUPIL RECORDS

A. Behavioral Records:
1. All behavioral records shall be destroyed 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.

B. Progress Records: Progress records shall be destroyed 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.
(Revised 1/2010)

Human Growth and Development – Board Policy 6142.3

ADVISORY COMMITTEE

To consider modifications to the human growth and development outcomes, the Board of Education shall appoint an advisory committee composed of parents/guardians, teachers, school administrators, students, health care professionals, members of the clergy and other residents of the District. The advisory committee shall develop the human growth and development outcomes. After proposed lesson development and material selection, the advisory committee shall be reconvened to provide input on new materials and lessons.

The advisory committee shall review the outcomes at least every three years and shall file a written report with the Board. The committee review shall include but not be limited to input from community members, parents/guardians, students, staff and administrators.

OUTCOMES

The District recognizes the primary role that the family plays in developing values, attitudes, and behavior. The District believes that a sound K-12 program of instruction in human growth and development supports the efforts of the family and facilitates the development of positive student self-esteem, a sense of personal responsibility, and the ability of students to make rational and intelligent decisions. The District further believes that the information provided and the knowledge and skills acquired in this program enables students to make decisions regarding their own attitudes and behavior that supports the well being of the individual, the family, and society.

Instruction in human growth and development shall at all times encourage students to recognize and respect their own family's value system. Instruction is not intended to undermine home-instilled values or place students in positions which require them to divulge, defend or refute personal/family values. Teachers shall follow and use only approved instructional lessons/materials for all human growth and development outcomes. No outside speakers shall be used for life cycles instruction at any time.

The emphasis in human growth and development outcomes shall be on sound health and wellness practices to improve the individual's quality of life. These outcomes shall promote abstinence as the healthiest sexual behavior for students.

The human growth and development outcomes shall not encourage abortion as a positive pregnancy option, nor the use of contraceptives in any way that indicates approval of sexual activity by students.

No student shall be required to take instruction in a unit in human growth and development if the parent/guardian or adult student requests an exemption in writing from that unit. A substitute unit of instruction shall be provided unrelated to human growth and development for secondary school students and may be provided to students K-5. A student with a disability shall not be excluded unless a parent/guardian opts out the student.

If changes in outcomes are proposed and deemed necessary to be addressed prior to the 3-year review, the advisory committee shall be reconvened to address such changes.

NEW MATERIALS AND LESSONS

A material and lesson review will be conducted at each grade level by district staff in order to find a match between district outcomes and lessons used to teach the outcomes. Materials and/or lessons will be recommended and/or written. Multiple review sessions will be scheduled to gather input from parents, committee members and members of the Board. Input will be collected and shared with the Board.

Any changes in new materials related to current outcomes must be approved by the Board on or before January 15th for second semester and August 1st for first semester. New materials can be suggested by following the procedures and timeline for the materials review process.

After approval, lessons will be available for review at each school, the public libraries, and the central office. Materials will be available for review at the schools and the central office. Lessons will be posted on the website unless protected by copyright.

Human Growth and Development outcomes are Board approved. Thus, secondary students shall be graded for work assigned during the instructional time period used for human growth and development. Students who have been exempted shall be graded on the substituted work assigned to be completed during the human growth and development instructional time.

PARENT/GUARDIAN RIGHTS

In recognition of the primary role of the family in developing values, attitudes and behaviors related to human growth and development, the District sets forth the following parent/guardian rights:

1. Annually, the parent/guardian of each student enrolled in the District shall receive an outline of the human growth and development outcomes to be used in the student's grade level as well as District policy on parent/guardian rights. The parents/guardians shall be informed of their right to inspect the complete outcomes and instructional materials.
2. Parents/guardians may contact their student's school library at any time during the school year to make arrangements to inspect the complete outcomes and instructional materials for the respective grades of that building. A copy of the printed outcomes and lessons (excluding videos, textbooks, etc.) are also available at the public library.
3. Parents/guardians may exempt their students from human growth and development lessons by written request each school year.
4. Parents/guardians may observe classes in human growth and development.
5. No student shall be required to divulge, defend, or refute personal/family attitudes, values, or behaviors regarding human growth and development topics.

INSERVICE TRAINING

Teachers who have responsibility for providing human growth and development instruction shall receive instructional materials and the District mission statement, human growth and development program goals, policy and procedures, and District outcomes.

Staff who teach human growth and development outcomes shall receive inservice regarding an overview of the instructional content and guidelines for discussion and question/answer sessions.

Substitute teachers shall not teach human growth and development materials/lessons.
(Revised 4/2010)

Youth Options – Board Policy 6178

The District offers students who have completed the 10th grade the opportunity to take college or vocational/technical school coursework at an institution of higher education under the Youth Options Program. Students and their parents must notify the Board of Education of their intent to take such coursework for high school credit. If the Board or its designee approves the coursework for high school credit, the Board shall pay for the qualifying costs of the coursework. Students and parents may appeal the Board's decision to the State Superintendent.

A student must submit to the Board the application for the Youth Options Program by October 1 for the spring semester and March 1 for the fall semester. The Board shall notify the student of its approval by November 15 for the spring semester and by May 15 for the fall semester.
(Revised 12/2002)

Assistance for Eligible Students – Board Policy 5147
The District shall provide books, school supplies and other items of a similar nature to eligible public school children in the District.

Students who qualify to receive free lunch, free milk or reduced meal prices may qualify as eligible under this policy. Other students, as determined by the principal, may also be eligible upon review of the student's individual circumstances.

All students and their parents/guardians shall be informed of this policy at the beginning of each school year.
(Revised 5/2006)

Special Education – Board Policy 6171.1
All children with identified special education needs for whom the District is responsible are provided a Free Appropriate Public Education (FAPE) as defined by state and federal statutes. Special education and related services are provided to all children with special needs who have not graduated from high school from age three through the end of the school term in which they turn 21. The school term is the time beginning with the first day and ending with the last day that school is in operation for attendance of students in a school year.

SPECIAL EDUCATION NEEDS:
A child with a disability is one who has a mental, physical, emotional, or learning disability, which, if the full potential of the child is to be attained, requires special educational services to supplement or support regular education.

COMPLIANCE STATEMENTS:
All identified children with a disability and their parent(s)/guardians(s) shall be guaranteed non-discriminatory due process with regard to identification, evaluation, and placement procedures.

Any information, forms, meetings, tests, or programs shall be explained or interpreted in the native or primary language of the parents and the child to ensure complete understanding unless it is clearly not feasible to do so.

A written Individualized Education Program shall be developed for each child determined to have special education needs. A review shall be conducted at least annually to evaluate each special needs child's educational plan.

Educational placement decisions for each special needs child shall always be in the least restrictive environment appropriate to the child's learning needs. In the event that a child or his/her parents regard the student's placement in the special education program as being inappropriate, they may request mediation and/or a fair and impartial hearing at which they may be represented by counsel and/or qualified persons having special knowledge of individuals with disabilities.

Responsibility for providing access to an appropriate educational program for each child rests with the District. The District shall maintain facilities and equipment which will be readily accessible to children with special education needs.
(Revised 12/2006)

Section 504 of the Rehabilitation Act of 1973 – Board Policy 6006
The District follows all of the provisions under Section 504 of the Rehabilitation Act of 1973 which provides that *"No otherwise qualified individual with a disability ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance ..."* [29 U.S.C. 794]. The District is required to notify parents on an annual basis of Section 504. An individual with a disability means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. Life activities are delineated as follows: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Section 504 regulations require that school districts provide the full range of accommodations and services necessary for handicapped students with special needs to participate in and benefit from public education programs and activities. A qualified disabled person is (i) of an age during which nonhandicapped persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to handicapped persons, or (iii) to whom a state is required to provide a free appropriate public education under Section 612 of the Education of the Handicapped Act.

The provision of an appropriate education is the provision of regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met and (ii) are based upon adherence to procedures that address the educational setting, evaluation and placement, and procedural safeguards. The District must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped student unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of its programs. In determining reasonable accommodations, a Section 504 evaluation team shall use a variety of evaluation and assessment techniques and procedures to determine if the student has a physical or mental impairment that substantially limits one or more major life activities. When a student is found to have such a condition, an Individualized Accommodation Plan (IAP) shall be developed and implemented with parental consent. The IAP shall be reviewed and revised at least annually and a re-evaluation shall be completed every three years. District guidelines related to the application of Section 504 to students are outlined in the *Section 504 Implementation Manual*. Section 504 complaints can be filed under Policy and Practice Statement 6005. (Revised 3/2003)

Attendance and Excuses – Board Policy 5113
The process of education requires regular continuity of instruction, classroom participation, learning experiences and study benefits for each individual student. Regular contact between pupils in the classroom and their participation in well-planned instructional activities under the tutelage of a competent teacher are vital to learning. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after-school instruction. This is a well-

established principle of education, which underlies and gives purpose to the requirements of compulsory schooling.

The Board of Education, in recognition of the statutory requirements for school attendance (Wis. Stats. 118.15 and 118.16) and the overwhelming public interest in an educated society, believes that school attendance should take precedence over non-school activities. Unless a child is excused or has graduated from high school, a parent/guardian is required by Wisconsin law to compel regular school attendance from age six until age 18 (Assembly Bill 119). A parent/guardian is also required by Wisconsin law to compel regular school attendance from age five if a child is enrolled in kindergarten in the District.

The school shares a responsibility with parents/guardians in teaching young people responsible habits of dependability through regular and punctual attendance. Such habits have a pertinent carry-over to daily life and adult employment. When parents/guardians wish their children to be absent from school, they must assume full responsibility for their children's activities. Requests for absences are to be registered in advance with the principal/designee. In addition, students will not be released from school premises or a class under any circumstances unless it is determined by the principal/designee that the request has been made by a qualified person (parent or guardian) and for sufficient and good reason.

In the event of a student absence, the parent/guardian must notify the school within one hour or as soon as practicable after the scheduled start of school. If the parent/guardian has not provided prior notice or called, then a school representative should call the parent/guardian to inquire about the student's absence. A written notice may be required from the parent/guardian to verify all excused absences before the student is readmitted to school or class. Pupils absent for reasons other than those identified or excused by the Board shall be considered unexcused and truant.

The following are considered by the District as excused absences:

1. Illness – mental or physical. Medical verification may be required.
2. Family emergency or crisis.
3. Attendance at the funeral of a relative or friend.
4. Appointments with medical specialists. Such appointments are to be made, whenever possible, when school is not in session. When emergencies arise, appointments as early or as late in the school day as possible are recommended. Verification of appointments may be required.
5. Family trips that can be taken only during the normal school term. The intent of this statement is to provide opportunity for students to accompany their parent/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/designee prior to leaving on vacation, of the pending absence for the purpose of reviewing the student's attendance record and overall performance record. Student vacations or trips without parent/guardian accompaniment are not excused absences.
6. Attendance at special family celebrations or religious holidays.
7. Attendance at special events of educational value as approved by the principal/designee. This statement does not excuse attendance at baseball games, rock concerts, "Skip Days," picnics, etc.
8. A written request from the parent or guardian received prior to date(s) of absence for no more than ten (10) accumulated days in a school year as per Wis. Stats. 118.15.

Students shall be allowed to make up work missed due to an excused absence and shall be graded on the quality of the product produced. Students may receive a failing grade on all daily classroom work missed due to an unexcused absence, but will be permitted to make up major tests and projects within a reasonable period of time. Students shall be graded on the quality of the product produced.

Students who are absent from school without an acceptable excuse for all or part of five (5) or more school days in a given semester are considered to be habitual truants. Habitual truants are to be processed in accordance with the guidelines set forth in Practice Statement 5113 – Attendance and Excuses. The district shall review and, if appropriate, revise the district truancy plan at least once every two years.

Elmbrook students may be excused for alternative programming leading to high school completion as delineated in Policy 5112 – Attendance Exemptions.

Any student's parent/guardian, or the student if the parent/guardian is notified, may request the District in writing to provide the student with program or curricular modifications. These program or curriculum modifications will be considered by the District under the following circumstances:

1. The student is temporarily not in proper physical or mental condition to attend a school program.
2. The parent or guardian has obtained a written statement of the physical or mental condition from a licensed physician, dentist, chiropractor, optometrist, psychologist, or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal as sufficient proof of the physical or mental condition of the student.
3. This written statement, Statement from Medical Professional to Consider Homebound Instruction, in Practice Statement 5113 shall indicate the time period for which it is valid, not to exceed 30 calendar days.
4. A team consisting of the parent and school personnel knowledgeable about the student shall review the physical or mental condition statement and make a determination regarding the need for homebound study. These program or curricular modifications may include but are not limited to nonsectarian correspondence courses or other courses of study approved by the District or nonsectarian tutoring provided by the District.
5. This team shall review the need for program or curricular modifications at least every 30 calendar days as needed.

If the District denies the request for program or curriculum modifications, the parent may appeal the denial using the Complaint Procedure outlined in Practice Statement 6005 - Equality of Educational Opportunity - Pupil Nondis-crimination/Anti-Harassment.

The provisions of this policy are applicable to all students enrolled in the District, including those designated as children with disabilities and those who have reached the age of majority.

The Superintendent/designee is designated as the School Attendance Officer and shall cause to be recorded the daily attendance of each Elmbrook student. The School Attendance Officer is responsible for matters related to school attendance and truancy and shall deal with these matters in accordance with Wisconsin law and the policies of the Board. Each teacher employed by the District is required to submit to the School Attendance Officer/designee daily attendance reports on all pupils under his/her charge.
(Revised 2/2010)

Classroom Code of Conduct – Board Policy 5131.1

Code Philosophy/Scope

The District is committed to maintaining a favorable academic atmosphere for students and staff. Teachers are expected to create a positive and effective learning climate for students in their classrooms and to maintain proper order. Students are expected to behave in the classroom 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 whether on school property or during off-campus school-related activities so that they do not interfere with the educational process or deny other students the right to pursue an education.

Student behavior that is dangerous, disruptive or unruly or that interferes with the educational process or 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 of Education policies and school rules.

This classroom code of conduct applies to all students in grades K-12. In addition to the classroom code of conduct, all other rules and regulations governing student conduct in non-classroom areas shall be published in student/parent and staff handbooks and distributed annually.

For the purposes of the code, a classroom is defined as an area of the school premises that is an instructional setting to include the following:

- A regular or special education classroom.
- A resource area such as a learning center, instructional resource teacher area or reading teacher area.
- A library/media center.
- Special area classrooms whether inside or outside the school.
- An area used by a teacher as a classroom setting such as a little theatre, computer lab, or resource area on the school property.
- An area in which a teacher moves with students to another instructional area.

Areas such as lunchrooms, offices, playgrounds/parking lots, field trip settings, hallways/lobbies (except where classes move under the direction of a teacher), time-out rooms, extracurricular activity locations, and similar locations are not considered classrooms and the code does not apply. Schools will develop rules, regulations and/or procedures governing student behavior in these areas.

Certified staff including all teachers, special education assistants, and administrators can remove a student from a classroom. Instructional assistants, learning support personnel, and student teachers who work under teacher supervision can remove a student from the classroom if approval to do so is given by a teacher or administrator.

Grounds For Student Removal From a Class

Removal to the principal/designee's office or designated area is intended to be a serious measure and not utilized in an arbitrary or inconsistent manner. It is intended that teachers deal with minor classroom problems in other ways before removal is used. It is important that a teacher's classroom be maintained as an appropriate educational environment for all students. Teachers should use their best judgment in deciding whether it is appropriate to remove a student from class. There may be circumstances when the building administrator may exercise his/her discretion to return the student to class. In all cases, there should be discussion between the teacher and administrator regarding the circumstances surrounding the removal from class.

The following describes behavior for which teachers may remove a student from class:

1. Behavior that violates the district's policies on suspension and expulsion to include but is not limited to the following situations:
   a. Possession of a weapon or look-alike weapon.
   b. Possession or use of drugs, alcohol, controlled substances and/or look-alike substances.
   c. Abuse of drug-like substances.
   d. Possession or use of tobacco products.
   e. Fighting or use of violence.
   f. Insubordination.
   g. Harassment, whether verbal, physical or sexual.
   h. Misuse of personal communication devices (see Policy 6177 – Appropriate Use of Technology).
   i. Vandalism in the classroom or destruction of property.
   j. Repeated refusal to comply with classroom rules/procedures or expectations.
   k. Verbal abuse, including profanity, obscenities or threats.
   l. Disrespectful conduct.
   m. Repeated incidents of misconduct over time.
   n. Theft of school or other individual's property.
   o. Tampering with school equipment including computers, fire extinguishers, and other safety and health equipment.

   Drug-like substance shall mean any non-controlled and non-prescription substance capable of producing a change in behavior or an altered state of mind if abused. Some examples are substances that contain ephedrine or pseudoephedrine, dextromethoran, or alcohol.

Look-alike substance shall mean any non-controlled substance, which is packaged so as to appear to be, or about which a student makes an expressed or implied representation that the substance is a drug, controlled substance or a non-controlled substance capable of producing a change in behavior or altering a state of mind.

2. Behavior that violates the behavioral rules and expectations as set forth in the student handbook for an individual school including, but not limited to, the following:
   a. All of the items in 1 above.
   b. Repeated violation of classroom policies.
   c. Repeated incidents of misconduct.
   d. Repeated misuse of school equipment including computers and lab equipment.
   e. Repeated violation of other expectations as found in the handbook.
3. Behavior that is disruptive, dangerous or unruly, that includes, but is not limited to, the following:
   a. Inappropriate physical contact intended or likely to hurt or distract others.
   b. Inappropriate verbal conduct intended or likely to upset or distract others.
   c. Any form of a behavior reasonably construed as harassment.
   d. Inappropriate verbal conduct that disrupts the educational environment, particularly when others are talking or during study time.
   e. Throwing any object that could cause harm or damage to person or property.
   f. Inciting other students to act inappropriately or disobey the teacher or class rules.
   g. Loud or obnoxious behavior.
   h. Behavior that results in other students feeling unsafe or intimidated.
4. Behavior that is disruptive, dangerous or unruly, that includes, but is not limited to the following:
   a. Inappropriate physical contact intended or likely to hurt or distract others.
   b. Inappropriate verbal conduct intended or likely to upset or distract others.
   c. Any form of a behavior reasonably construed as harassment.
   d. Inappropriate verbal conduct that disrupts the educational environment, particularly when others are talking or during study time.
   e. Throwing any object that could cause harm or damage to person or property.
   f. Inciting other students to act inappropriately or disobey the teacher or class rules.
   g. Loud or obnoxious behavior.
   h. Behavior that results in other students feeling unsafe or intimidated.
5. Behavior that interferes with the ability of the teacher to teach effectively, including, but not limited to the following:
   a. Repeated failure to respond to the request of a teacher.
   b. Repeated failure to pay attention in class.
   c. Open defiance or disrespect of the teacher, manifested verbally or overtly.
   d. Other behavior likely or intended to sabotage or undermine classroom instruction.
6. Behavior that is inconsistent with classroom decorum and the ability of others to learn.
   a. All of the behaviors in 1-4 above.
   b. Any behaviors that disrupt the ability of other students either passively or overtly to engage in learning activities.
7. Behavior that violates the code of classroom conduct adopted by the Board of Education.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

There also are instances where for non-disciplinary reasons a student may be removed from class on a temporary or long-term basis when in the best interests of the student and the class as a whole. Such reasons include, but are not limited to, the following and removal is to be discussed with the parent, counseling department and administration before action is taken:

1. Irreconcilable differences or issues between the student and other students.
2. Irreconcilable differences between the student and the teacher.

Behaviors that occur outside the classroom setting as defined in this code are governed by the stated policies of the school and school district as found in the student/parent handbook.

<u>Process For Removal of a Student From the Classroom</u>

When a student is removed from class, the teacher shall send the student to the building principal/designee and inform her/him by note, phone call, or personal contact regarding the reason for the student's removal from the class. The teacher shall provide a written explanation of the reasons for removal to the principal/designee within 24 hours of the student's removal from class.

The principal/designee shall inform the student of the reason(s) for removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal/designee shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher; the placement procedures as outlined below and adopted by the Board of Education shall be followed. The parent/guardian shall be notified of the student's removal from class as outlined in the Parent/Guardian Notification Procedures.

<u>Placement Procedures</u>

1. When making placement decisions, the building principal/ designee shall consider the following factors:
   a. The reason(s) the student was removed from class (severity of the offense).
   b. The type of placement options available for students in that particular school and any limitations on such placements including but not limited to costs, space availability, location.
   c. The estimated length of time of placement.
   d. The student's individual needs and interests.

e. Whether the student has been removed from a teacher's class before (repeat offender).
f. The relationship of the placement to any disciplinary action such as suspension.

The principal/designee may consult with other appropriate school personnel as the principal/designee deems necessary when making or evaluating placement decisions. The affected certified staff member shall be consulted as part of this process. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal/ designee to be in the best interests of the persons involved or required by law.

2. All placement decisions shall be made consistent with established board policies and in accordance with state and federal laws and regulations.
3. The building principal/designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:
   a. The class from which the student was removed if, after weighing the interests of the removed 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.
   b. Another instructional setting.
   c. Another class in the school or another appropriate place in the school.
   d. 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 such as special education or that is offered in place of regularly scheduled curricular programs.
4. The parent/guardian of a minor student shall be notified of a student's placement in an alternative educational setting as outlined in the Parent/Guardian Notification Procedures.
5. If the certified staff member involved in the classroom removal disagrees with the placement decision, the certified staff member can appeal the decision to the building principal. If the certified staff member still disagrees with the decision, or if the building principal made the initial placement decision, the certified staff member can appeal to the superintendent or designee.

Parent/Guardian Notification Procedures

1. The building principal/designee shall notify the parent/guardian of a minor student, in writing, when a teacher has removed a student from a class. 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. A copy of the notice shall be placed in the student's file.
2. If the removal from class and change in educational placement involves a student with a disability, parent/guardian 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/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.
4. Parents/guardians, administrators, and/or teachers are encouraged to meet to discuss situations involving removal or to discuss alternative placement of the student.
5. If the parent/guardian involved in the classroom removal disagrees with the placement decision, the parent/guardian can appeal the decision to the building principal. If the parent/guardian still disagrees with the decision, or if the building principal made the initial placement decision, the parent/guardian can appeal to the superintendent or designee.

(Revised 3/2011)

Use of Video Cameras on Buses – Policy 3541.37

The use of video cameras on buses is authorized for the express purpose of maintaining order, preventing vandalism or other illegal activities, and ensuring that all students have a safe and positive experience while riding on the bus.

Parents shall be notified that video cameras are being used on buses at the start of each school year, through written communication from the school principal. A sign will be posted in the front of each bus indicating that video cameras may be in use.

The District recognizes the confidentiality of student records pursuant to Wisconsin and federal law. The District further recognizes that any videotapes created are student records and subject to the protection of Wisconsin and federal pupil records laws. As pupil records, these videotapes are confidential; and disclosure or review is limited to those persons authorized by law to inspect pupil records.

The Assistant Superintendent for Finance and Operations and the Manager of the bus company shall jointly determine the rotation regarding on which buses video cameras shall be located. The Manager of the bus company shall maintain a log that includes the date, bus number and bus driver's name for each camera used. Bus drivers do not need to be informed on which buses video cameras are operating. Individual drivers and principals may request that a video camera be used on a specific bus on designated dates. Parents may contact the principal or the Assistant Superintendent for Finance and Operations and request that a video camera be used on a specific bus; such requests shall be in writing and include a valid reason.

Videotapes shall be maintained by the Manager of the bus company in a safe and secure location. The videotapes shall be maintained confidential by the bus company, as agents for the District, consistent with applicable Federal and State laws. If there are no reported bus problems pertaining to the date a videotape was recorded, the bus company may erase or reuse the videotape after ten school days.

Access to and use of videotapes shall be limited as follows:

1. When needed, videotapes shall be maintained under the control of the building principal, who shall limit viewing of tapes to the purpose of documenting the incident for which a student is being disciplined. Viewing of the tape shall be

restricted to personnel necessary for the purpose of documentation and disciplining.

The District reserves the right to introduce a videotape at any disciplinary hearing involving student misconduct or rule violations on the school bus, but only as permitted under applicable Wisconsin and federal law.

2. The videotapes shall not be available for viewing by the general public, the media or other individuals. Building principals and/or District administrators may authorize other individuals, such as guidance counselors, school psychologists or social workers, to view segments of the videotape if:
   a. such individuals are working with the student on the videotape because of a behavior, emotional or learning problem; and
   b. viewing the videotape would be beneficial to their role in assisting the student.
3. A log shall be kept by the building principal of all requests to use a videotape, including the date(s) of request and the names of all individuals who viewed the videotape.
4. Use of any videotape by the bus company shall be by permission of the Assistant Superintendent for Finance and Operations and shall be limited to viewing by the bus company Manager and the bus driver involved.
6. Videotapes which have been viewed shall be erased within ten days of their completion of use.

(Revised 11/2007)

Suspension – Board Policy 5114.1

Continuous, willful refusal to accomplish school tasks, insubordination, disorderly, vicious, illegal or immoral conduct and persistent violation of school regulations may be causes for suspension from school. Included in the type of behavior that may cause suspension from school are violations of any local, state or federal laws.

The principal/designee may suspend any student for non-compliance with school regulations. The suspension may not exceed five (5) consecutive school days. If a notice of an expulsion hearing has been sent to an adult student or the parent/guardian of a minor student, the suspension may not exceed fifteen (15) consecutive school days. Prior to any suspension, the student shall be advised of the reason for the proposed suspension.

The principal/designee shall give notice of any suspension of a minor student together with all of the reason(s) to the parent/guardian of the student as soon as possible. Each written report of each suspension is to be given to the parent/guardian. The suspended student or the student's parent or guardian may, within 5 days following the commencement of the suspension, have a conference with the Superintendent/designee who shall be someone other than a principal, administrator or teacher in the suspended student's school. If the school district administrator/designee finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the student suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record shall be expunged. The Superintendent/designee shall make a finding regarding the suspension within 15 days of the conference.

The principal/designee shall determine whether the suspension is to be served in the school building (in-school suspension) or out of the school building (out-of-school suspension). In either case, the length of suspension and notification procedures shall be identical and shall conform to state and federal law and Board of Education policy.

(Revised 11/2005)

Expulsion – Board Policy 5114.2

The Board of Education may expel a student from school whenever it finds the student guilty of repeated refusal or neglect to obey the rules, or finds that a student knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or finds that the student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or finds that a student while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or member of the Board of Education of the School District in which the student is enrolled, and is satisfied that the interests of the school demand the student's expulsion. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The Board of Education may expel a student who is at least sixteen (16) years of age if the Board finds that the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under other provisions of the policy and is satisfied that the interest of the school demands the student's expulsion.

Prior to such expulsion, the parent/guardian and student shall be offered an opportunity to be heard by the Board of Education. The student and, if the student is a minor, the student's parent/guardian may be represented at the hearing by counsel. Upon ordering the expulsion of a student by the Board of Education, the School District Clerk shall file a written notice of the order with the parent/guardian of the student.

The expelled student or, if the student is a minor, the student's parent/guardian may appeal the expulsion to the State Superintendent. The decision of the Board of Education shall be enforced while the State Superintendent reviews the decision.

When considering a student with a disability for expulsion, procedures will be based on applicable State and Federal laws.

(Revised 1/2002)

Search and Seizure – Board Policy 5131.4

School authorities have an interest in the preservation of school property and in the maintenance and preservation of the property, health and safety of others, and in the maintenance of order for all those in the schools of the District. The following applies to searches of students for items such as controlled substances, alcohol, tobacco products, weapons, stolen property, explosives or other contraband in violation of school policy or state law.

The police department shall be contacted immediately if there is reasonable suspicion that a crime has occurred that violates state or federal laws.

1. Search of Lockers

Street lockers and gym lockers, although assigned to individual students, remain school property subject to periodic reasonable inspection by school authorities. At the beginning of each school year, students shall be advised of the possibility of inspection. Where possible, the student to which the locker is assigned shall be present for the inspection. It is recommended that two school officials (members of the teaching and/or administrative staff) conduct the inspection together, particularly when the student is not present. Drug or explosives sniffing dogs may be used by local law enforcement agencies to locate student lockers which may contain contraband items.

School officials may seize any or all items which are dangerous and/or illegal and which are in plain view upon opening the locker. Reasonable searches among the personal belongings of the student contained within the locker may be conducted where there are reasonable grounds to believe that the search will provide evidence that the student has violated or is violating the law or the rules of the school.

2. Search of Students

A limited search for dangerous or illegal items or substances on the person of a student is a proper means of protecting the interests of education and property, health and safety of all those in the schools of the District without unreasonably interfering with the student's privacy rights. Accordingly, school officials may conduct a search of a student if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating the law or the rules of the school. It is recommended that two members of the staff conduct the search together.

3. Search of Student Vehicles

Student vehicles, identified via parking permits, license numbers or student identification, can be searched for items prohibited on school property if reasonable suspicion exists to conduct the search. Drug or explosives sniffing dogs may be used by local law enforcement agencies to identify which vehicles may contain contraband items. If reasonable suspicion is established, the school principal/designee shall first obtain permission of the student to search the vehicle. If the student refuses to consent to the search, then a parent/guardian shall be contacted for permission. If the parent/guardian refuses to consent to the search or is unavailable, then police officials shall be contacted for further action. In any case, the involvement of police officials shall result in their continuing the investigation to determine if probable cause exists for further action.

4. Documentation

Any search by school officials must be documented. Such documentation shall contain the following information:

a. Reason for the search;
b. Information relied on;
c. Person, locker, or vehicle searched;
d. List of items found;
e. List of items seized;
f. Disposition of matter;
g. Signature of person conducting search;
h. Signature of witness;
i. Date

The Documentation of Search report in Practice Statement 5131.4 shall be placed in the school files for safekeeping and ready retrieval.

5. Retention of Seized Materials

Any items which are seized during a search by school officials shall be safeguarded until determination has been made by the appropriate authorities for the disposition of said items. Police shall be notified, if not already on scene, to receive and hold all items of contraband and to continue the investigation.
(Revised 8/2008)

Weapons – Board Policy 5131.8

Weapons or imitation weapons of any kind are not permitted in any school facility, on any school grounds, on school buses, or at any school-sponsored function. The only exceptions to this policy are weapons under the control of law enforcement personnel and inoperable or imitation weapons for school-sanctioned purposes, approved in advance by the building principal.

A weapon shall include, but not be limited to, the following: firearms, knives, martial arts devices, explosive devices, including manufactured ammunition, chemical agents including pepper spray, clubs, or any other device or instrumentality which, in the manner it is used or intended to be used, is calculated or likely to cause bodily harm. An imitation weapon shall include, but not be limited to, the following: toy guns, water guns if they resemble or are used as guns, poppers, caps, non-working replicas of weapons, cap guns, pocket knives and manufactured ammunition which has been used (spent shell casings).

If it is determined that a student is in possession of a firearm or weapon, the police shall be notified immediately and the student shall be automatically suspended and, pursuant to federal law, recommended for expulsion. Such expulsion is to be for a period of not less than one year. If it is determined that a student is in possession of any weapon, other than a firearm, the student shall automatically be suspended and may be recommended for expulsion. If it is determined that a student is in possession of any imitation weapon, the student shall be disciplined up to and including suspension and may be recommended for expulsion. When a student is suspended for possession of a weapon (not an imitation weapon), the matter shall be referred to the Superintendent for further disposition. In addition, any student who was knowledge of the weapon but did not report it, shall be considered for suspension.

Any person, other than a student, who is suspected of possession of a weapon in any school facility, on any school grounds, on school buses, or at any school-sponsored function, shall be reported immediately to the appropriate law enforcement officials. The District will also pursue filing an appropriate complaint.
(Revised 8/2008)

Appropriate Use of Technology – Board Policy 6177
The School District of Elmbrook uses technology resources, including the Internet, as tools to support teaching and learning. The term "technology resources," includes laptop and desktop computers, cell phones, smart phones, telephones, servers, e-readers, storage media, handheld devices, printers, scanners, software and other District-owned or contracted-for electronic communication equipment. Technology resources, like any other school property, are owned by and the property of the District or subject to the District's rights under contract and law. Technology resources must be used efficiently in the interests of the District and for the educational purposes for which they were intended. Users are required to follow the guidelines outlined in this Policy, as well as other school rules and other related policies.

"Web resources" are a collection of tools that enable interaction on the Internet and include blogs, wikis, podcasts, social-bookmarking, e-mail and other forms of electronic communication. The District provides access to many hosted (in-District) web resources for use by its staff and students. Where a District solution is not offered, the District permits responsible and safe use of publicly accessible tools for instructional and educational purposes. Users are expected to engage in safe and acceptable use of the Web resources at all times, including limiting one's disclosure of personal information over the Web. Falsifying an identity or using someone else's identity is a violation of District policy and state law (Section 943.70, Wis. Stats.) which may result in disciplinary or criminal action against the violator.

The use of technology resources and web resources is considered an extension of the classroom. Therefore, compliance with all District policies, guidelines, rules and acceptable standards of behavior are necessary and required. Any communication that is considered inappropriate in the classroom is also inappropriate in all uses of Web resources. This includes but is not limited to profanity or racist, sexist or discriminatory remarks. The District prohibits users of the District's network from using, accessing, storing or transmitting inappropriate content. Examples of inappropriate content include offensive, profane, abusive, harassing, sexually explicit, threatening or obscene language or visual depictions, as well as pornography and child pornography.

Limitations/Privileges/Privacy
Technology resources provided by the District are for educational purposes only. Appropriate uses are those which support the District's mission and vision. Use of technology resources is a privilege. This privilege may be revoked by the District in its sole discretion. Users of the technology resources will annually review the current acceptable use policies and guidelines.

The District is not liable for any damage suffered by a user of the system, including but not limited to, loss of data stored on or transmitted by technology resources or interruptions of service. The District is not responsible for any mistakes or negligence, liability, copyright infringements or other costs incurred by the person using the District's technology resources, or the accuracy or quality of information received over the web resources. Copyright infringement, which may include the duplication of software or works, is a violation of the law and Board Policy 6163.2.

Users should have no expectation of privacy in the contents of any communications or files on District technology resources or web resources unless such expectation is granted by law. The District has access to its technology resources and District-sponsored web resources and maintains the right to access, inspect, investigate and monitor all use and its resources. This includes all files, communications and information created on, with or transmitted using its technology and web resources, e-mail, text messages, and internet usage without notice to or consent of the user. All such files, communications, or information can be reviewed by the District for any purpose and at any time, and may be subject to monitoring, review and disclosure pursuant to civil and criminal matters, investigatory purposes, or any other lawful reason.

School officials reserve the right to discipline users who violate terms of this Policy, which may result in suspension of technology privileges, legal action, and discipline up to and including suspension and expulsion for students and discipline up to and including discharge for employees.

CIPA (Children's Internet Protection Act)
It is the Policy of the School District of Elmbrook to: (a) prevent access to or transmission of inappropriate content by its computers and over its network through electronic mail or other forms of communication; (b) promote the safety and security of minors using the District's computers, electronic mail, and other forms of communications; (c) prevent unauthorized access (such as "hacking") and other unlawful activities; (d) prevent unauthorized online disclosure, use, or dissemination of student personally identifiable information; and (e) comply with CIPA—the Children's Internet Protection Act [Pub. L. No.106-554 and 47 USC 254(h)] and all other applicable laws.

The District uses an Internet content filtering system to block access to material that is harmful to students, obscene or disruptive to the educational or work environment, and to a lesser degree, high risk activities. The District uses reasonable technology protection measures designed to comply with CIPA's requirements. The District reserves the right to block sites that do not enhance educational activities or are not in compliance with CIPA. No technology measure can block 100% of inappropriate content so the District emphasizes the importance of responsible use and of parent and staff supervision in monitoring use of technology. Proxy sites may not be used to bypass Internet content filters.

Education, Supervision and Monitoring
It shall be the responsibility of all District staff and parents to educate, supervise and monitor appropriate use of the computer network and access to the Internet in accordance with this Policy. Misuse should be reported to the appropriate teacher or administrator immediately. The District will promote safe online activity for students and educate students about appropriate online behavior, including interacting with other individuals on social networking websites and cyber-bullying awareness and response. This includes, but is not limited to:

- Teaching students how to locate and evaluate appropriate electronic sources;
- Teaching students information literacy skills, including understanding of safety, copyright, ethical practice and data privacy; and,
- Teaching students proper safety procedures when using e-mail, social networking websites, texting, and other forms of direct electronic communication.

It is recognized that use of the Internet outside the school day with personal technology devices can have an impact on the District, school and others. If Internet expression such as cyber-bullying creates a substantial disruption at school, offenders may be subject to school disciplinary action and/or legal action (Policy 5148).

Non-District-Provided Technology
The District permits use of personal technology devices by students and staff in support of teaching and learning. Limited use of personal devices is permitted so long as it does not interfere with educational or employment responsibilities and as long as the use does not hinder, disrupt or consume an unreasonable amount of network or staff resources, or violate state law, federal law, or Board policies.

Users may bring personal devices into the District to access the District's Wireless Public Network (Elmbrook Public). Personal devices may include laptop computers, portable digital assistants (PDAs), cell phones, iPods/MP3 players, wireless devices, digital cameras, e-readers, storage devices, or other electronics that may be carried on a person. The District is not liable for the loss, damage, or misuse of any personal device including while on District property or while attending school-sponsored activities. Users that make use of any personal technology must follow all rules and guidelines of this Policy and related policies, rules and guidelines.

The District may establish standardized guidelines regarding the use, nonuse or scope of permissible use of personal devices at the elementary, middle and high school levels. These guidelines shall not be less restrictive than the direction given by the Board in its policies and will be communicated to students on an annual basis.

Photographic Capabilities
In accordance with state law (Section 175.22, Wis. Stats., §942.08, §942.09), under no circumstances shall cell phones or any other devices with photographic capabilities be used in locker rooms, bathrooms, or other areas where privacy is expected. Cell phones with photographic capabilities shall not be used to photograph students and others without their permission and shall not be used to photograph any items that are confidential (e.g., testing materials). A student or staff member who violates the photographic capabilities of this policy shall be disciplined, which may result in suspension of technology privileges, legal action, and discipline up to and including suspension and expulsion for students and discipline up to and including discharge for employees.

Consequences
Inappropriate use of the District's technology resources, Web resources or District property and any other violation of District policies, guidelines or rules may result in suspension of technology privileges, report to criminal authorities, legal action, and discipline up to and including suspension and expulsion for students and discipline up to and including discharge for employees. Specifically, users are notified that sexually explicit or pornographic content has no place in the District and violators who use or access such content will face severe consequences including expulsion or termination. In addition, violations may result in financial charges for repair, replacement or services, as well as legal action.

Administrators may confiscate and search personal devices while on District property if the administrator has reasonable suspicion that the use of the device or technology is in violation of this Policy. The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted through the District's systems.

Reference:
2007 Wis. Act 118
Wis Stats. 175.22
Wis Stats. 118.258
Wis. Stats. 942.08
Wis. Stats. 942.09
Wis Stats. 943.70
1411 – Locker Room Privacy
4416 – Staff Code of Ethics
4100 – Equal Employment Opportunity
4405 – Harassment Policy
4511 – Appropriate Use of Technology
5148 – Bullying Policy
6163.2 – Copyright
(Revised 6/2011)

Chemical Use and/or Abuse – Board Policy 5146.5
It is in the best interests of students and the community for the District and schools to take proactive and decisive steps to promote and maintain a drug-free student body.

The possession, use, and the actual or intended delivery, transfer, purchase, and/or sale of alcoholic beverages, and/or controlled substances by students while on school premises, at school sponsored events, or in motor vehicles on campus are strictly forbidden. Parents/guardians of students involved in these chemical use and/or abuse violations shall be contacted and, if the conduct involves violation of law such as abuse, possession, or being under the influence, the students shall be referred to the police.

Students who use, possess, or are under the influence of alcohol, unlawful drugs, controlled substances or

hallucinogens during school time, on school premises or during school sponsored activities shall be referred to police and immediately suspended and are subject to expulsion for major or repeated violations. As determined by the District, such students are also subject to additional educational programs and obligations. One obligation is that parents/guardians of students who are suspended shall be notified of the following provisions and requested to co-sign with their student and return the Chemical Use and/or Abuse Agreement in Practice Statement 5146.5, that they have received and understood them:

1. A drug screening indicating that the student is free from drugs may be required no later than thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family. Failure to produce such a report may result in the student's suspension from school again pending its receipt.
2. A copy of an Alcohol and Other Drug Abuse (AODA) assessment may be required within thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family.
3. Should there be any further chemical use and/or abuse violations, the student shall be referred to the Superintendent/designee for consideration of expulsion.

Students who deliver, transact, purchase, or sell alcoholic beverages, controlled substances, or intend to engage in any of these chemical use and/or abuse violations during school time, on school premises or during school sponsored activities shall be referred to police and immediately suspended and referred for expulsion.

No person shall use, or possess with the intent to use, drug paraphernalia, drug-like substances, and/or look-alike substances for the purposes prohibited by the controlled substances law of the State of Wisconsin. Violators shall be referred to police and suspended and are subject to applicable Wis. Stats. and Municipal Ordinances.

The District recognizes that the use of alcohol and/or controlled substances and problems associated with such use can interfere with students' school performance and have serious, life-long consequences. Students identified as needing support because of their own use of chemicals or experiencing chemical-related problems in those they care about (e.g. family members or friends) are offered assistance through the student services staff.

Employees of the District shall make reasonable efforts to prevent the possession, use, delivery, transaction, purchase, and/or sale of alcoholic beverages, controlled substances, drug-like substances, and/or look-a-like substances by students while on school premises, at school sponsored events, or in motor vehicles on campus.

Drug-like substance shall mean any non-controlled and non-prescription substance capable of producing a change in behavior or an altered state of mind if abused. Some examples are substances that contain ephedrine or pseudoephedrine, dextromethoran, or alcohol.

Look-alike substance shall mean any non-controlled substance, which is packaged so as to appear to be, or about which a student makes an expressed or implied representation that the substance is a drug, controlled substance or a non-controlled substance capable of producing a change in behavior or altering a state of mind.
(Revised 12/2009)

Student Dress – Board Policy 5132
Students shall dress in an appropriate manner that does not distract from an academic decorum or disrupt the educational process, present a danger to health or safety, or create maintenance problems for the school.

Students shall wear shoes at all times. They shall not wear clothing that exposes undergarments or inappropriately exposes the body, that displays tobacco, drugs, alcohol, or vulgar language or pictures, or that advocates other violations of school rules or the law. They shall not wear overcoats or headwear such as hats, headbands, or bandanas during the school day.

The building principal and staff shall communicate expectations for student dress to the students and their parents/guardians and shall enforce the expectations.
(Revised 4/2009)

District and Media Access to Students for Informational and Promotional Purposes – Board Policy 1410
The District and media are allowed limited access to students in non-common areas of the school campus during regular school hours to interview, photograph, and videotape for informational and promotional purposes, if the educational process is not disrupted. Media must contact an administrator to gain access inside the school. In some situations, media will be requested to report from a common area designated by the school to avoid disruption.

Conduct which disrupts the educational activities of a school includes but is not limited to entrance into a classroom without consent of either the principal/designee or teacher, prevention or attempted prevention of a student from attending classes or other school activities which the student is required or wishes to attend, or visual or audible disruption that hinders or prevents instruction or compromises student safety.

If a parent/legal guardian chooses to deny the District and media access to their child they must indicate so annually on the Student Information Publishing & Releasing Opt-out Form. (Revised 5/2011)

Gifts to School Personnel – Board Policy 5137
Gifts to school personnel are to be strongly discouraged, particularly if the gift could be deemed to influence the action or judgment of the personnel involved or be construed to be a reward for the action or judgment. The gifts may be in violation of the Code of Ethics for Local Government Officials, Employees and Candidates, as outlined in Wis. Stats. 19.59 (1)(b), subjecting the donor or recipient to substantial penalties. In lieu of gifts, a letter of appreciation to school personnel is encouraged.

The provision herein stated shall not apply in cases such as retirement or an employee leaving the School District.
(Revised 11/1993)

Controversial Issues – Board Policy 6144
Open discussion of controversial issues is the heart of the democratic process and shall be included as a part of the curriculum.

Only through study of controversial issues – political, economic or social, do youth develop abilities of critical evaluation which are needed for responsible citizenship.

The study of controversial issues should be objective and scholarly, with minimal emphasis on opinion.
No political or economic system other than our own democratic system of government shall be advocated by staff.

No student shall be required to read a book or view instructional materials if his/her parent/guardian has objections for moral, religious, and/or political reasons. Adult students who object to material for moral, religious and/or political reasons shall not be required to use the materials for study purposes. Whenever possible, substitute materials shall be provided.

A faculty member, parent/guardian, student or resident may question the appropriateness of instructional materials through a process outlined in Practice Statement 6144.
(Revised 4/2003)

Academic Honesty – Board Policy 5131.2
The District regards academic honesty as vital to the academic, social and emotional development of all students. Honest and ethical behavior is an essential component in the learning process. Academic honesty requires that all academic work is the legitimate, truthful effort and product of the student. In contrast, academic dishonesty is an attempt by students to claim and show possession of effort, knowledge and/or skills that are not their own. Academic dishonesty in any form shall not be permitted.

Academic dishonesty includes, but is not limited to, the following examples:

1. Plagiarizing materials taken from sources, such as books, periodicals, newspapers, or the Internet without appropriate documentation.
2. Submitting another person's work as one's own (e.g. other students, parents, siblings).
3. Copying another student's homework, test, quiz, project, book report, assignment, or take-home test.
4. Allowing another student to copy a test, homework assignment, quiz, project, book report, assignment or take-home test.
5. Providing or accepting information regarding specific test content.
6. Stealing copies of tests or answer keys.
7. Changing answer(s) on a test, assignment, or project after grading.
8. Changing grades in a grade book or altering a computer grading program.
9. Using programmable calculators in a manner not specified by the teacher.
10. Copying or downloading of electronic information without authorization.
11. Collaborating when not permitted.
12. Using an electronic translator for foreign language without authorization.
13. Fabricating data in a lab setting.
14. Stealing academic materials.
15. Using concealed notes on tests.
16. Attempting to receive credit for the same work in two different classes without teacher authorization.

Administrators, staff, students and families are each important contributors in upholding academic honesty and integrity in the school community. The following defines these joint efforts:

Responsibilities

A. The administration shall:
   1. Ensure that staff is notified of the policy.
   2. Promote and encourage staff to educate students regarding the policy.
   3. Enforce the consequences when a student violates the policy.
   4. Annually notify parents and students of the policy

B. The staff shall:
   1. Discuss and reinforce academic honesty with students. This educational process shall begin at the elementary level and continue throughout the student's academic career.
   2. Promote a classroom environment that encourages academic honesty and original thinking.
   3. Enforce the consequences when a student violates the policy.

C. The students shall:
   1. Uphold the spirit and the letter of the policy both philosophically and behaviorally in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments.
   2. Understand that no assignment is exempted from this policy.

D. The parent/guardian should:
   1. Teach and support the ethical values of honesty and integrity.
   2. Share in the District's enforcement of the academic honesty policy.
   3. Help and encourage students with schoolwork, but never do it for them.

<u>Policy Violations</u>
The District understands that the development of honest and ethical behavior is a process. Therefore, when determining the consequences for a violation of the academic honesty policy, consideration shall be given to the student's age and grade level. Policy violations may be detected through the use of routine electronic means that analyze plagiarism in student work. Any student who violates this policy shall be subject to consequences that may include a failing grade on an assignment or for a course, ineligibility for honor society or

honors diploma, or other measures at the discretion of the principal/designee in consultation with the teacher.

Appeal Process

Students and parents/guardians have the right to appeal the imposed consequence(s) if they believe this policy has been inappropriately applied in a given situation. Appeals shall be addressed as follows:

1. If a parent/guardian or student disagrees with the imposed consequence(s), they may appeal the action to the principal in writing. The appeal shall be made within 5 school days of the date of their notification of the imposed consequence(s). The principal/designee shall render a decision on the merits of the appeal within 5 school days of receipt of the written appeal.

2. If a parent/guardian or student disagrees with the decision of the principal/designee, they may appeal the decision to an appeal panel through the Assistant Superintendent for Educational Services/designee. The panel shall consist of a principal or associate principal from another building at the same level, a teacher of the same subject area from another school and a central office administrator. The decision of this body is final. The review panel shall hear the case within 10 school days of receipt of the appeal.

3. In the case of a second semester senior where the result of an appeal may affect the student's graduation from high school, the appeal shall go directly to the review panel and shall be heard within 3 school days of receipt of the appeal. (Revised 3/2010)

Guidelines for Violations of the Academic Honesty Policy – Practice Statement 5131.2

The District understands that the development of honest and ethical behavior is a process. Therefore, when determining the consequences for a violation of the academic honesty policy, consideration shall be given to the student's age and grade level.

Elementary Level:

At the elementary level, consequences for violations of the policy shall be at the discretion of the principal/designee in consultation with the teacher.

Middle School Level:

At the middle school level, the following guidelines shall be used at the discretion of the principal/designee in consultation with the teacher:

A. For the first incident of academic dishonesty, the following actions shall be taken:

   1. The teacher shall inform the student's parent/guardian of the incident.
   2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
   3. The student may receive a grade of zero on the product, which is defined as but not limited to: assignment, paper, project, speech, etc.
   4. The student may not have the opportunity to make up the assignment.

B. A second incident of academic dishonesty in the same class shall result in the following actions:

   1. The principal/designee shall meet with the student, the parent/guardian, the teacher, and the student's guidance counselor to discuss the incident.
   2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
   3. The student may receive a grade of zero on the product, which is defined as but not limited to: assignment, paper, project, speech, etc.
   4. The student may not have the opportunity to make up the assignment.

C. A third incident of academic dishonesty in the same class shall result in the following actions:

   1. The principal/designee shall meet with the student, the parent/guardian, the teacher, and the student's guidance counselor to discuss the incident.
   2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
   3. The student may receive a grade of F for the quarter.

High School Level:

At the high school level, the following guidelines shall be used at the discretion of the principal/designee in consultation with the teacher:

A. For the first incident of academic dishonesty, the following actions shall be taken:

   1. The teacher shall inform the student's parent/guardian of the incident.
   2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
   3. The student may receive a grade of zero on the product, which is defined as but not limited to: assignment, paper, project, speech, etc.
   4. The student may not have the opportunity to make up the assignment.

B. A second incident of academic dishonesty in the same class shall result in the following actions:

   1. The principal/designee shall meet with the student, the parent/guardian, the teacher, and the student's guidance counselor to discuss the incident.
   2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
   3. The student may receive a grade of F for the **QUARTER**.

4. The grade replacement policy is not an option for grades earned as a result of violation of the Academic Honesty Policy. The student may retake a class necessary for graduation, but the original F shall remain on the student's transcript.
5. The student may be ineligible for:
   a) membership in any honors society
   b) an honors diploma
   c) district scholarships
   d) other school or district honors

C. A third incident of academic dishonesty in the same class shall result in the following actions:

1. The principal/designee shall meet with the student, the parent/guardian, the teacher, and the student's guidance counselor to discuss the incident.
2. The teacher shall complete an Academic Honesty Violation form to be placed in the student's cumulative file.
3. The student may receive a grade of F for the **SEMESTER**.
4. The grade replacement policy is not an option for grades earned as a result of the violation of the Academic Honesty Policy. The student may retake a class for graduation, but the original F grade shall remain on the student's transcript.
5. The student may be ineligible for:
   a) membership in any honors society
   b) an honors diploma
   c) district scholarships
   d) other school or district honors

Incidents of academic dishonesty but in different classes shall result in the following actions:

1. All steps for the first incident of academic dishonesty
2. The student may be ineligible for:
   a) membership in any honors society
   b) an honors diploma
   c) district scholarships
   d) other school or district honors

All consequences regarding ineligibility for an honors diploma, district scholarships, membership in any honors society or other school or district honors may remain in effect for the student's high school career.
(Revised 3/2010)

School District of Elmbrook
Returned-Checks Practice

The School District of Elmbrook employs the following practices when checks are returned to us from our bank.

- Parents/guardians are contacted and advised that a check has been returned.
- Upon notification, parents/guardians are expected to supply a timely replacement check or cash in the amount of the original check PLUS a returned-check fee (currently $20.00 per check but subject to adjustment as our bank fees are changed).
- For checks issued for food service, if parents/guardians do not provide a timely replacement check or cash, any available funds will be deducted from the student's food service account. If the available funds cannot cover the amount owed and if parents/guardians do not arrange an acceptable payment plan, the matter will be turned over to Waukesha County for collection.
- For all other checks, if parents/guardians do not provide a timely replacement check or cash or arrange an acceptable payment plan, the matter will be turned over to Waukesha County for collection.
- Please note that, as a government agency, Waukesha County has authority to attach to funds from certain personal accounts by statute.
- If parents/guardians issue a replacement check for which funds are again insufficient, the matter may be immediately turned over to Waukesha County for collection. In this case, parents will need to conduct future payments in cash until Waukesha County releases the collection actions.

SCHOOL DISTRICT OF ELMBROOK

ANNUAL NOTICE OF SPECIAL EDUCATION REFERRAL AND EVALUATION PROCEDURES (CHILDFIND)

Upon request, the School District of Elmbrook is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral**.** When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Ramona M. Stavros, Director of Special Education, School District of Elmbrook, at 262-781-3030, or by writing her at 13780 Hope St. Brookfield, WI 53008.