

Appleton Area School District ~ 2019-2020 School Year

Elementary & Middle School Policy Manual for Families

Dear Parent/Guardian:

School/home communication serves as the cornerstone to success for students. This manual is being provided to inform you of vital information we feel you need to know to ensure a smooth and successful school year.

The District policies and guidelines listed in this manual are very important. We ask that you read them carefully and discuss them with your child(ren). If you have any questions regarding any of these policies, please call your child's principal for more information.

Best wishes for a productive and successful school year.

Sincerely,

AASD Elementary & Middle School Principals

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For more AASD policies, go to our website at:
http://www.aasd.k12.wi.us/district/board_of_education/school_policies/

Elementary Principals and Schools

Appleton Bilingual School (K-6)

Phone: 832-6232
FAX: 832-6355
Columbus Elementary School Campus
Principal: Joel Cannon
913 N. Oneida Street, 54911

Appleton Community 4K

Phone: 832-1742
FAX: 832-1746
AASD Welcome Center
Administrator: Suzette Preston
2701 N Oneida Street, Suite C2, 54911

Appleton Public Montessori (4K-6)

Phone: 832-6325
FAX: 832-6322
Principal: Cassie Guilbeault
1545 E Broadway Drive,
Grand Chute, 54915

Badger Elementary School

Phone: 832-6264
FAX: 832-6149
Principal: Tim Hopfensperger
501 S Bluemound Drive, 54914

Berry Elementary School

Phone: 832-5750
FAX: 832-2986
Principal: Rick Waters
3601 S Telulah Avenue, 54915

Classical School (K-8)

Phone: 832-4968
FAX: 997-1390
Principal: Tom Bomann
3310 N Durkee Street, 54911

Columbus Elementary School

Phone: 832-6232
FAX: 832-6355
Principal: Joel Cannon
913 N Oneida Street, 54911

Edison Elementary School

Phone: 832-6235
FAX: 993-7033
Principal: Jim Donnellan
412 N Meade Street, 54911

Ferber Elementary School

Phone: 832-5755
FAX: 993-7069
Principal: Paul Cooney
515 E Capitol Drive, 54911

Foster Elementary Charter School

Phone: 832-6288
FAX: 832-4831
Principal: Karen Noel
305 W Foster St, 54915

Fox River Academy (K-8)

Phone: 832-6260
FAX: 993-7060
Jefferson Elementary School Campus
Principal: Lori Leschisin
1000 S Mason Street, 54914

Franklin Elementary School

Phone: 832-6246
FAX: 832-4464
Principal: Carrie Willer
2212 N Jarchow Street, 54911

Highlands Elementary School

Phone: 832-6250
FAX: 832-4389
Principal: Kristin Comerford
Associate Principal: Kari Krueger
2037 N Elinor Street, 54914

Horizons Elementary School

Phone: 832-4600
FAX: 832-1592
Principal: Karen Brice
2101 Schaefer Circle, 54915

Houdini Elementary School

Phone: 832-4608
FAX: 993-7078
Principal: Katie Hardesty
2305 W Capitol Drive, 54914

Huntley Elementary School

Phone: 832-6255
FAX: 832-6118
Principal: Kendra Vandertie
Associate Principal: Amy Didreckson
2224 N Ullman Street, 54911

Jefferson Elementary School

Phone: 832-6260
FAX: 993-7060
Principal: Lori Leschisin
1000 S Mason Street, 54914

Johnston Elementary School

Phone: 832-6265
FAX: 832-6199
Principal: MaiKou Heu
2725 E Forest Street, 54915

Lincoln Elementary School

Phone: 832-6270
FAX: 832-6348
Principal: Bill McClone
1000 N Mason Street, 54914

McKinley Elementary School

Phone: 832-6285
FAX: 832-6326
Principal: Andrea Vinje
1125 E Taft Avenue, 54915

Odyssey-Magellan Magnet School (Grades 2-8)

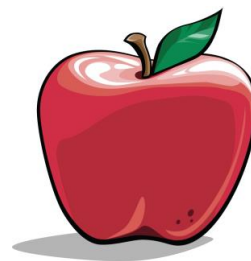
Odyssey (Grades 2-5)
Highlands Elementary School Campus
Phone: 832-6250
FAX: 832-4389
Principal: Kristin Comerford
2037 N Elinor Street, 54914

Richmond Elementary School

Phone: 832-5779
FAX: 993-7044
Principal: Jack Knaack
1441 E John Street, 54915

Wisconsin Connections Academy (4K-12)

Phone: 993-7076
FAX: 832-6284
Principal: Michelle Mueller
350 W Capitol Drive, 54911



Middle Level Principals and Schools

Appleton eSchool

(Grades 7-12)

Phone: 997-1399 ext. 1744
East High School Campus
2121 Emmers Drive, 54915
Erik Hanson, Program Leader
Matt Mineau, Principal

Classical School

(Grades K-8)

Phone: 832-4968
3310 N Durkee Street, 54911
Tom Bomann, Principal

Einstein Middle School

Phone: 832-6240
324 E Florida Avenue, 54911
Dave Mueller, Principal
Joe Bernhardt, Associate Principal

Fox River Academy

(Grades 7 & 8)

Phone: 832-6260
Jefferson Elementary School Campus
1000 S Mason Street, 54914
Lori Leschisin, Principal

Kaleidoscope Academy

(Grades 6-8)

Phone: 832-6294
318 E. Brewster St, 54911
Al Brant, Principal
Ian Schaefer, Associate Principal

Madison Middle School

Phone: 832-6276
2020 S Carpenter Street, 54915
Dave Torrey, Principal
Andy Schanke, Associate Principal

Odyssey-Magellan Magnet School

(Grades 2-8)

Magellan (Grades 6-8)

Phone: 832-6226
Wilson Middle School Campus
225 N Badger Ave., 54914
Debra Moreland, Principal

Valley New School

(Grades 7-12)

Phone: 993-7037
City Center Plaza
10 College Avenue, Suite 228, 54911
Steve DeMay, Lead Teacher
James Huggins, Administrator

Wilson Middle School

Phone: 832-6226
225 N Badger Avenue, 54914
Scott Werfal, Principal
Debra Moreland, Associate Principal

Wisconsin Connections Academy

(Grades 4K-12)

Phone: 993-7076
350 W Capitol Drive, 54911
Michelle Mueller, Principal

AASD Complaint Procedure

Appleton Area School District staff are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

What are the steps to follow when you have a concern, question, or problem that needs attention?

1 First, contact the **classroom teacher or staff member**. If there is a serious issue, you may wish to schedule a face-to-face meeting rather than phone.



2 If no resolution has been reached, or if your concern is school wide, please contact the school's **Principal**.



3 If resolution is still not reached, please contact the **Assistant Superintendent** assigned to your school at 832-6301.



4 Unresolved issues may be appealed to Judy Baseman, the **Superintendent of Schools**, at 832-6126.



5 The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to Kay Eggert, **President of the Board of Education**, AASD Administrative Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019.

CENTRAL OFFICE ADMINISTRATORS

Judy Baseman
Superintendent

Nan Bunnow
Assistant Superintendent

Greg Hartjes
Chief Financial Officer

James Huggins
Assistant Superintendent

Steve Harrison
Assistant Superintendent
Assessment, Curriculum
& Instruction

Polly Vanden Boogaard
Assistant Superintendent
Student Services

Ben Vogel
Assistant Superintendent

BOARD OF EDUCATION

Kay S. Eggert, President
Diane S. Barkmeier, Vice President
Barry P. O'Connor, Clerk
James R. Bowman, Treasurer
Alvin T. Dupree, Member
Leah C. Olson, Member
Deborah C. Truymen, Member

❖ **Equal Opportunities** ~ *Board Approved Policy 411, February 2009*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

The Appleton Area School District, in accordance with federal law, hereby declares that it does not discriminate on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability, arrest record or conviction record, as per statute.

In keeping with the requirements of Federal and State law, the School District strives to remove any vestige of discrimination in educational opportunities and services offered to students, in their assignment to schools and classes, and in their discipline; in location of facilities, in educational offerings and materials.

❖ **Student Nondiscrimination** ~ *Board Approved Policy 411.2 and 411.2-Rule, April 2019*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Notice: http://www.aasd.k12.wi.us/district/notices/student_nondiscrimination_statement/

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

Student Nondiscrimination Complaint Procedures

If any person believes that the Appleton Area School District or any part of the school organization has failed to follow the law and rules of Wisconsin State Statute 118.13 and Wisconsin Administrative Code PI 9, or in some way discriminates against pupils on the basis listed above or under Section 504, Title II, VI, or IX, he/she may bring or send a complaint to the following address:

Polly Vanden Boogaard, Assistant Superintendent of Student Services
Appleton Area School District, 122 E College Ave., Suite 1A, P.O. Box 2019, Appleton, WI 54911, (920-832-6114)

[Assistant Superintendent of Student Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints]

Informal Resolution of Complaints and Concerns

The District encourages the voluntary, informal resolution of student discrimination complaints or related concerns. For example, if an issue or concern is brought to the attention of a building principal and the building principal offers a resolution that is satisfactory to both the District and to the person who presents the issue(s), it is not necessary to initiate or complete a more formal investigation or to issue a formal determination of the complaint under the steps outlined below. However, if a complainant is not satisfied with a proposed resolution or believes the issue is too significant to pursue and resolve informally, the complainant may initiate (or continue to pursue) the formal procedures according to the steps listed below.

Formal Complaint Procedures

Step 1: A written statement of the complaint shall be prepared by the complainant, signed, and submitted to the Compliance Officer or his/her administrative-level designee. The District shall send written acknowledgment of receipt of the complaint within 45 days. The Compliance Officer shall investigate or coordinate an appropriate investigation of the issue(s) and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the circumstances. A good faith effort will be made to complete the initial, written administrative determination within 45 days of the filing of the statement of the complaint, dependent upon the complexity of the complaint. If a complaint presents particularly complex or serious allegations, or witnesses are not immediately available, the Compliance Officer will confer with the Superintendent in deciding how to proceed to an initial administrative determination of the complaint.

The District will provide a determination within 90 days unless the parties mutually agree to extend the timeline by written consent, pursuant to PI 9.

Step 2: If any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) wishes to appeal an initial administrative determination of a formal complaint, he/she may submit a signed statement of appeal to the Superintendent. After conducting any further inquiry into the matter that he/she deems appropriate, the Superintendent shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within 10 school days. If the Superintendent was involved in making the initial determination, the request for appeal shall be treated as a request for reconsideration.

Step 3: If any actual party in interest to the complaint disagrees with the determination of the complaint made by the Superintendent, he/she may either (1) treat the Superintendent's decision at the previous step as the final District determination of the complaint and proceed to Step 4 (if applicable), or (2) submit at the Office of the Superintendent within 10 business days a further appeal through a signed, written statement to the School Board that describes in reasonable detail the factual and/or legal basis for the person's disagreement with the previous determination. Within 30 days, the Board shall address the appeal at a meeting. Upon its review of the appeal and the record of the complaint, the Board may affirm, reverse, or modify the previous determination or remand the matter for additional information. The Board may or may not meet with any of the parties in interest prior to reaching a decision. Notice of the Board's disposition of the appeal shall be sent by the Board Clerk or his/her designee, to appropriate parties within 10 business days of reaching a disposition. Such notice

shall inform the complainant of his/her right to appeal the District's determination of the matter to the State Superintendent of Public Instruction to the extent permitted by law.

Step 4: If, at this point, the complaint has not been satisfactorily resolved, further appeal may be made within 30 days to the Department of Public Instruction (DPI), Equal Educational Opportunity Office, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841. An appeal to the DPI should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the complainant believe discrimination occurred; and the relief or outcome the complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal. In addition, the complainant may appeal directly to the DPI if the District has not provided written acknowledgement within 45 days of receipt of the complaint or has not made a determination within 90 days of receipt of the written complaint.

Depending on the alleged basis of the discrimination (e.g., sex, disability, race, age, etc.), a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR), Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. Email: OCR.Chicago@ed.gov as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint or appeal falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

Complaint Procedure – Special Education

Discrimination complaints relating to the identification, evaluation, educational placement, or free appropriate public education of a student with a disability in connection with state and federal special education laws shall be submitted and processed in accordance with the applicable laws and regulations and the District's established special education policies and procedures.

Maintenance of Complaint Records

Records shall be kept under District records retention procedures of all formal and informal written complaints submitted under these procedures. The records shall include information on all levels of the complaint and any appeals.

Except as otherwise required by law for any specific records, such complaint-related records shall be maintained for at least seven (7) years or the period of time, if any, that is otherwise specifically identified in any official District records retention schedule, applicable state or federal law.

❖ Nondiscrimination on the Basis of Disability ~ Board Approved Policy 112.1, September 2014

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/100s/

Federal and State Law prohibit discrimination against individuals with disabilities, including students and staff members, by school districts receiving federal financial assistance. This includes all programs or activities of the school district receiving federal funds, regardless of whether the specific program or activity involved is a direct recipient of federal funds.

In compliance with Federal and State Law, the Appleton Area School District will:

- Prohibit discrimination against individuals with disabilities in any aspect of School District employment solely on the basis of disability.
- Make facilities, programs and activities accessible, usable and open to individuals with disabilities.
- Ensure that students with disabilities are identified, evaluated, and provided with appropriate educational service(s).
- Provide free appropriate public education at elementary and secondary levels, including nonacademic and co-curricular services and activities to students with disabilities.
- Provide each individual with a disability the same health, welfare, and other social services as are provided other persons.

❖ Accommodation of Religious Beliefs ~ Board Approved Policy 411.3, June 1995

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Reasonable accommodation of a student's sincerely held religious beliefs shall be made with regard to all examinations and other academic activities. The student (if over the age of eighteen) or the parent/guardian of a minor student may request accommodation in confidence by notifying the building principal or his/her designee. The student shall be permitted to make up the examination(s) or academic activities at a mutually convenient date and time or by an alternative means without prejudicial effect. The District encourages informal resolution of complaints under this policy. A Formal Complaint Procedure is delineated in 411.2–Rule.

❖ Student Harassment ~ Board Approved Policy 411.1 and 411.1-Rule, June 2014

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

The Appleton Area School District (AASD) will not tolerate student harassment in any form and will take all necessary and appropriate action to prevent, remediate and eliminate it, up to and including discipline of the offenders. The District's policy is to maintain and ensure learning and working environment free of any form of harassment or intimidation, including verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying, cyber-bullying or other forms of harassment toward and between students, employees, School Board Members, parents, volunteers, independent contracted service workers and applicants for employment. The District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential.

Any student who believes he/she has been the subject of harassment based on, in whole or in part, sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability which interferes with his/her school performance or creates an intimidating, hostile or offensive school environment shall report the matter in accordance with the District's Student Nondiscrimination Policy, 411.2 complaint procedures, 411.2 Rule.

Any student who believes he/she has been the subject of harassment of any kind, including sexual harassment, shall report the matter in accordance with the reporting procedures identified in this Policy. If the alleged harasser is the person to whom complaints would normally be reported, the harassment complaint should be reported to the next higher administrative authority. If a student is not comfortable making the report to that person, he/she may report the complaint to another adult employee of the District and that person will ensure the harassment complaint is properly filed. All harassment reports and complaints shall be taken seriously and investigated in a timely manner. There shall be no retaliation against students for filing complaints or reports under this policy or participating in the investigation of a complaint under this policy.

Student and Staff Responsibility

School staff members and school officials who observe or become aware of acts of harassment should report these acts to the building administrator/designee. Any other person, including a student who is either a victim of the harassment or is aware of the harassment is encouraged to report the conduct to the building administrator/designee.

The Appleton Area School District (AASD) is committed to maintaining and ensuring a learning and working environment that is free of harassment. The District will not tolerate any form of harassment which includes but is not limited to verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying and cyber-bullying or other forms of harassment.

Verbal Harassment

Unsolicited or unwelcome verbal conduct, including but not limited to innuendoes, degrading or suggestive comments, jokes, unwelcome flirtations, degrading words used to describe an individual, obscene and/or graphic descriptions of an individual's body or threats that school performance in the learning environment could be affected if the individual does not agree to or submit to unwelcome conduct.

Non-Verbal Harassment

Unsolicited or unwelcome non-verbal conduct, including, but not limited to sexually suggestive or offensive objects or pictures, inappropriate usage of voicemail, electronic messaging, email, the internet or other such sources as a means to express or obtain sexual or discriminatory material, printed or written materials including offensive cartoons, suggestive or offensive sounds, whistling, catcalls or obscene gestures, or any material which inappropriately raises the issues of sex or discrimination.

Physical Harassment

Unsolicited or unwelcome physical contact, which may include touching, hugging, massaging, kissing, pinching, patting, or regularly brushing against the body of another person.

Unwelcomed Conduct or Behavior Which Constitutes Harassment

For the purpose of this policy, conduct is unwelcome when the person subjected to the conduct did not solicit or incite the conduct and regarded the conduct as undesirable or offensive. Conduct may be unwelcome despite participation by the offended student and despite the fact that the offended student does not tell the accused the conduct is unwelcome. Unwelcomed conduct or behavior can include conduct that fits within "harassment" definitions, toward students or staff based upon political views, sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disabilities.

Sexual Harassment

Sexual harassment includes:

- Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact, which is considered unacceptable by another individual.
- Unwelcome requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence.
- Verbal abuse or joking that is sexually orientated and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesies: telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any tasteless, sexually- orientated comments, innuendos, or actions that offend others.
- Engaging in any type of sexually-orientated conduct that would unreasonably interfere with another's school or work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually-orientated conversations, suggestions, requests, demands, physical contacts, or attentions.
- Creating an environment that is intimidating, hostile, or offensive because of the existence at the school-site of sexually-orientated materials including, but not limited to, photographs and posters.

Bullying

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include, but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, and extortion.

Cyber-Bullying

Cyber-bullying is harassment through various forms of electronic systems and technology including, but not limited to, web-based and internet-based social medial options. Cyber-bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening,

or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings, and social media.

Other Forms of Harassment

Persistent and unwelcome conduct or actions on the basis of race, color, religion, age, national origin, disability, sex, arrest or conviction record, marital status, sexual orientation, gender identity, gender expression, membership in the military reserve, use or nonuse of lawful products away from work, political affiliations and other protected categories under federal or state law are prohibited under this policy.

A report of prohibited conduct as defined above per the policy procedures will begin the complaint and investigation process.

Procedures

The Appleton Area School District is committed to maintaining and ensuring a learning and working environment free of any form of harassment.

Dissemination

- Every student or student's parent/guardian will receive a copy of the Policy and Procedures.
- The principal or supervisor (or his/her designee) shall be responsible for the display of the policy in a prominent place. It is recommended that the policy and additional copies be posted in conspicuous locations where students have ready access. Students will be informed about harassment and positive, caring and constructive interpersonal relationships will be encouraged.
- Students shall be informed of the process they are encouraged to follow if they perceived that harassment has taken place. The complaint procedure will be made available to any student or parent/guardian wishing to file a complaint.
- Discussion of harassment will be age appropriate with all students. Building administrator and staff will be responsible for the appropriate delivery of information and instruction. Education of students regarding the policy will need to be planned, structured, and scheduled yearly.
- Rules, including the complaint procedure and associated form, will be given to any individual wishing to file a complaint.
- The policy and rules will also be reviewed each year with employees.

Confidentiality

Students shall know that the complainant will remain confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity of the complainant shall be kept confidential. If a formal complaint is submitted, it may be necessary to identify the name of the complainant. The District shall maintain confidentiality of the report and related student records to the extent required or permitted by law.

Retaliation

Individuals reporting incidents of any harassment or participating in an investigation or complaint process will be protected from retaliation. Any individual who engages in retaliatory conduct against a complainant will be subject to discipline under this policy.

No student shall threaten or insinuate, either explicitly or implicitly, that a student's refusal to submit to advances or the adoption of their political or religious views will adversely affect that person's school performance or the learning environment. Similarly, no student shall promise, imply, or grant any preferential treatment in connection with another student engaging in sexual conduct or conduct related to the adoption of political or religious views.

Any student or any parents/guardians, who believes their student has been subjected to harassment, should report the incident(s) to the building principal/designee. If a student or parent is not comfortable with making a complaint to the building principal/designee, the complaint may be made to a teacher, school counselor, school social worker, school psychologist, or school nurse with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the building principal/designee and the appropriate Assistant Superintendent/School Services. No retaliation or intimidation directed towards anyone who makes a complaint or participates in any way in an investigation will be tolerated. Any student or employee who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to appropriate response, which may include suspension or expulsion.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity unless the witness is requested to testify at a hearing.

Address for making reports is as follows:

Polly Vanden Boogaard, Assistant Superintendent of Student Services
Appleton Area School District, 122 E College Ave., Suite 1A, P.O. Box 2019, Appleton, WI 54911, (920-832-6114)
[Assistant Superintendent of Student Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints]

Reporting Procedures

If harassment occurs, students are encouraged to take the following steps:

1. Clearly say "stop" to the person whose behavior is unwanted and report to a trusted adult.
2. Speak with a trusted adult at school, such as a teacher, school counselor, school social worker, school psychologist, school nurse, or administrator.
3. When reporting to an adult, include the following information:
 - a. Give the name of the person and specific unwanted behavior
 - b. Describe the nature of the harassment
 - c. Give the date(s) of the event
 - d. Tell briefly what happened and note all incidents of harassment that may have taken place

4. A building administrator/designee may make an appropriate person(s) aware of the situation to discuss the case and determine the follow-up. All efforts will be made to handle the situation in a discreet manner and maintain appropriate confidentiality. The building administrator/designee will also inform students of the prohibition against retaliating against another student for reporting an incident of harassment or participating in an investigation.
5. Any employee who witnesses harassment between students must intervene by giving a verbal warning. In some cases it may be necessary to provide a report of bullying incidents to a building administrator/designee.
6. There shall be no retaliation against individuals making such reports or participating in an investigation. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Harassment

The building administrator/designee will begin the investigation of a report of harassment within one school day. This investigation will include an interview of the person(s) involved and a collection of the information that will determine the facts and seriousness of the report. Parents and/or guardians of all people involved in the harassment incident will be notified of the complaint, process for reviewing the complaint and the conclusion of the investigation. The District shall maintain confidentiality of the report and related student records to the extent required by law.

Any student who believes he/she has been the subject of prohibited harassment shall report the matter in accordance with the District’s student discrimination complaint procedures found in the Student Nondiscrimination Policy, 411.2 and 411.2-Rule.

❖ Homeless Education Program Policy ~ *Information Extracted from the Board Approved Homeless Education Program Policy 426 and 426-Rule, January 2017*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Program: http://www.aasd.k12.wi.us/teaching_learning/homeless_student_services

Students of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the Appleton Area School District (AASD) shall have equal access to the public school educational programs and services that allow them to meet the same challenging state academic standards to which all students are held. Homeless students and youth shall not be required to attend a separate school or program for homeless students and shall not be stigmatized by school personnel.

Definition of Homeless Students and Unaccompanied Youths

The term “homeless students and unaccompanied youths” means individuals who lack a fixed, regular and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. It includes students and youths (preschool-grade 12) who are:

- Living in an emergency shelter or transitional housing.
- Living in motels, hotels, trailer parks or campgrounds due to lack of alternative adequate accommodations.
- Living in cars, parks, public or private spaces not designed for humans to live, abandoned buildings, substandard housing, bus or train stations or similar settings.
- “Doubled up” by living with friends or family.
- Unsuitable living conditions, such as lack of utilities, mold, infestations, or dangers.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent/ guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with the parent/guardian or in the case of unaccompanied youth, the local educational agency liaison.

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability or handicap in its education programs or activities. Discrimination complaints shall be processed in accordance with established procedures.

School Selection

Placement in a school shall be in the student’s best interest.

- The student’s education may continue in the school of origin for the duration of homelessness and/or in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the student becomes permanently housed during an academic year.
- The student may enroll in a school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool and including the designated receiving school at the next grade level for feeder schools.

In determining the best interests of the student to the extent feasible, the student will be kept in the school of origin, except when doing so is contrary to the wishes of the student’s parent/ guardian, for the duration of the homelessness. Student-centered factors will be considered, including the impact of mobility on achievement, education, health, and safety.

In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.

If the District determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or youth, the District shall provide a written explanation of the reason(s) for its determination, in a manner and form understandable to such parent/guardian, or unaccompanied youth, including information regarding the right to appeal.

Enrollment

The school shall immediately enroll the student/youth, even if the student lacks required documents, has missed application or enrollment deadlines, has outstanding fees, fines, or absences, or applies without a parent/guardian.

The term "enroll" and "enrollment" are defined to mean attending school and participating fully in school activities.

Residency

A homeless student is a resident if the student is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently. The student shall be considered a resident when living with a parent/guardian, or person in loco parentis not solely for school purposes or for participation in extracurricular activities. Homeless students who do not live with their parent/guardian may enroll themselves in school.

The address listed on the enrollment forms becomes proof of residency. If residency is questioned by the District, immediate enrollment will occur with follow up to confirm residency.

Transportation and School Meals

At the request of the parent/guardian or the unaccompanied youth, transportation will be provided by the District for the homeless student(s) to and from the school of origin until the end of the school year when the student obtains permanent housing. Permanent housing is defined as any signed lease or long-term approved living situation.

Once permanent housing is found, the family has a choice to stay in the school of origin or attend the school in the attendance area where they found housing. If a family chooses to stay in the school of origin, transportation will be provided until the end of that given school year.

Homeless students are automatically eligible for free school meals for the remainder of that given school year.

Disputes

If the parent/guardian or unaccompanied youth disputes the school assignment determined by the District, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute (including all available appeals). Disputes shall be resolved as expeditiously as possible.

Appeals will go to the Superintendent of Schools or his/her designee. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection/enrollment, including the rights of the parent/guardian, or youth to appeal the decision to the State Superintendent of Public Instruction at the Wisconsin Department of Public Instruction.

❖ Reporting Suspected Child Abuse and Neglect ~ Board Approved Policy 454-Rule, June 2012

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Purpose

The purpose of this policy is to make clear the statutory and District policy requirements of District employees to report suspected child abuse or neglect. District personnel are in a position to identify children who potentially have been abused or neglected or threatened with abuse or neglect and to refer them for treatment and protection.

Statement of Policy

It is the policy of the District to fully comply with Wisconsin State Statute 48.981. The reporting procedures for all District employees are explained below.

Reporting Procedures

Any District employee who has reasonable cause to suspect that a child seen by the person in the course of professional duties has been abused or neglected or who has reason to believe that a child seen by the person in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur shall immediately inform, by telephone or personally, the county Child Protective Services (CPS) or the police of the facts and circumstances contributing to that suspicion. Staff making a report to county CPS or the police are to notify the building principal or District administrator unless otherwise directed not to do so by county CPS or the police.

Immunity and Non-Retaliation Provisions

Any person or institution participating in good faith in the making of a report under Wis. Stat. § 48.981 shall have immunity from liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting under Wis. Stat. § 48.981 shall be presumed. The immunity provided does not apply to liability for abusing or neglecting a child. Any employee who participates in good faith in the making of a report to a District administrator or designee under this policy shall not be disciplined or retaliated against as a result of making the report. The good faith of any District employee reporting under this policy shall be presumed.

No individual making a child abuse or neglect report in good faith may be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment for so doing.

Investigation

The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county CPS and/or police. The investigating agency may interview the child at school. The investigating agency, not the District, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care.

Except where the alleged perpetrator is believed to be a District official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

Where the alleged perpetrator is a District official or employee, in addition to making the mandatory report to county CPS or police, the District shall conduct its own investigation and take appropriate disciplinary action. Any District employee who is found to have abused or neglected a student is subject to discipline, up to and including termination of employment.

❖ Code of Classroom Conduct ~ Board Approved Policy 443-Rule (2), August 2010

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Procedures

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment conducive to teaching and the learning process. Staff, including administrators and teachers, must use their training, experience, and authority to create schools and classes where effective learning is possible. Students are expected to come to school and to each class ready and willing to learn.

Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior can interfere with the classroom environment and will not be tolerated. A student who engages in classroom conduct or behavior as outlined in this code may be removed from class by a teacher and placed in an alternative setting in accordance with established procedures.

Removal from class under this code does not prohibit the District from pursuing or implementing disciplinary measures, including but not limited to detentions, suspensions or expulsion, for the conduct or behavior for which the student was removed.

For purposes of this code, a "class" includes regular classes, special classes, resource room sessions, labs, study halls, library time, and school assemblies. "Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by the school district requires that he/she hold that license or permit.

A. Reasons for Removal from Class

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal from class under this code. It is also reasonable to assume that behavioral expectations of students may vary based on the student's age and developmental level. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this code, in every circumstance the teacher should exercise his/her judgment in deciding whether it is appropriate to remove a student from class or utilize an in-class intervention, but consistent with state and federal laws, guidance and directives related to students with disabilities.

Reasons for removal from class may include, but are not limited to the following conduct or behavior:

1. Disruptive, dangerous, and unruly behavior

The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:

- a. Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing.
- b. Inappropriate verbal conduct or behavior that may constitute sexual or other harassment.
- c. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time.
- d. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.
- e. Intimidating or inciting other students to act inappropriately or to disobey the teacher, school or class rules, including, without limitation, inciting others to walk out.
- f. Destroying the property of the school or another student.
- g. A repeated pattern of loud, obnoxious, or outrageous behavior that interferes with the classroom learning environment.
- h. Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.

2. Conduct which otherwise interferes with the ability of the teacher to teach effectively

Students are required to cooperate with the teacher by listening attentively, obeying all instruction promptly, and responding appropriately when called upon. A student's noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation this behavior includes:

- a. Open defiance of the teacher, manifest in words, gestures, or other overt behavior.
- b. Open disrespect of the teacher, manifest in words, gestures, or other overt behavior.
- c. Other behavior likely or intended to sabotage or undermine classroom instruction.

3. Conduct covered by the District's policies regarding suspension and expulsion

Decisions regarding suspension or expulsion from schools are guided by Wisconsin State Statute 120.13. Thus, a teacher's decision to remove a student from class for behavior covered by this and other applicable policies may, but does not necessarily, mean that the student will also be suspended or expelled from school.

B. Procedures to be followed for Removing a Student from Class

1. Teacher Procedures

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

- a. Instruct the student to go to the school office. In such case, the teacher shall verbally inform the administration of the reason for the student's removal from class. This can be accomplished via a two-way communication device or by personally going to the office at the first opportunity.
- b. Obtain coverage for the class and escort the student to the school office. The teacher shall inform the building principal or his/her designee of the reason for the student's removal from class.
- c. Seek assistance from the school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or his/her designee shall be informed of the reason for the student's removal.
- d. Within 24 hours of the student's removal from class, the teacher shall submit to the building principal or his/her designee a short and concise written explanation of the reason(s) for the student's removal from class. This written record shall be placed in the student's behavioral file.

2. Office Procedures

When the student arrives at the school office, the building principal or his/her designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student's arrival, the student should be taken to the designated short-term removal area and the principal or his/her designee shall speak to the student as soon as practicable.

- a. As soon as practicable, but in any event within 24 hours or one business day, whichever is longer, the building principal or his/her designee shall inform the student's parents/guardians that the student was removed from class. This notice may be made by telephone.
- b. The parents/guardians of the removed student shall also be sent a written notice of the removal of the student from class.
 1. Such written notice shall be postmarked within two business days of the student's removal from class.
 2. Such written notice of removal shall contain the following:
 - a) Identification of the class from which the student was removed;
 - b) Identification of the basis for the removal of the student from class;
 - c) Identification of the expected duration of the student's removal from the class.
- c. In the event a long-term removal of the student is the contemplated decision by the building principal or his/her designee, the parents/guardians of the student may request a meeting with the building principal or his/her designee and teacher who made the request for removal of the student. The purpose of the meeting is to discuss the basis for the removal of the student, the alternatives considered for placement, and the basis for any decision regarding placement.
- d. If the principal or his/her designee makes a long-term placement, the parents shall be notified in writing.

C. Placement Procedures

1. Short-Term Removal from Class

Each building principal or his/her designee shall designate a room or other suitable place in or away from the school that will serve as the short-term removal area. Following a request for the student's removal from class, the building principal, or his/her designee in consultation with the teacher may place a student in the designated short-term removal area. The length of short-term removal time should be consistent with and not exceed school suspension parameters.

Students placed in the short-term removal area shall be supervised. During their time of placement, students will be required to complete instructional activities from or relating to the class(es) from which they were removed.

Prior to allowing the student to return to class, the building principal or his/her designee shall conference with the teacher and student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to the class(es), the building principal or his/her designee may continue the short-term placement or consider a different placement option as outlined below.

2. Long-Term Removal from Class

Long-term removal shall not ordinarily be considered or implemented except after thorough consideration of alternatives by the teacher, building principal, or his/her designee and parent/guardian whenever appropriate. The building principal or designee shall make all long-term placement decisions under this code.

Following consideration of available information, including the teacher's statement, the building principal, or his/her designee shall, at his/her discretion, take one of the following steps:

- a. Place the student in an alternative education program as defined by Wisconsin Statute 115.28 (7) (e) 1;
- b. Place the student in another appropriate place in the school;
- c. Place the student in another class in the same content area and/or at the same grade level;
- d. Return the student to the class from which the student was removed if the teacher and principal or his/her designee determines that readmission to the class is the best.

Long-term placement in any of the above is an administrative decision. The administrator shall provide the parents with written notification of the placement decision. Parent consent is not required and any complaints should be addressed through the District's Patron Concerns and Complaints Process.

D. Removal and Placement Procedures for Students with Special Needs

A student with special needs may be removed from a class by a teacher and placed in an alternative educational setting only to the extent authorized by State law, the Federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and related regulations, and consistent with the Department of Public Instruction's directives on the appropriate use of seclusion and restraint.

E. Code Dissemination

Students, parents/guardians, and teachers shall be informed of this Code of Classroom Conduct annually.

❖ **Student Use of Two-Way Communication and/or Electronic Devices ~ Board**

Approved Policy 443.5, May 2007

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

The Appleton Area School District recognizes the legitimate safety purpose that students and parents have in providing students with cellular phones and other two-way communication devices. The Appleton Area School District also recognizes the legitimate education right that students have to learn and engage in school activities without distraction or disruption from the use of two-way devices or other personal electronic equipment.

During the school day (7:00am-4:00pm), the use of personal electronic devices such as cell phones, gaming devices, and music players is a privilege and not a right. Students should consult their school rules regarding permitted use of this privilege and abide by those guidelines.

Principals are authorized to establish school rules and acceptable use guidelines for limited, non-disruptive use of an electronic communication device during the school day in the school building or during school activities for safety, medical, vocational, or other legitimate uses.

The inappropriate use of personal cell phones or other digital devices by students while on campus is subject to disciplinary action. Students may not share or post personal information about or images of any other student or staff member without permission from that student or staff member. The inappropriate use of cameras or electronic communication devices includes but is not limited to the following examples. Cameras or electronic communication devices shall not be used:

- In areas where one would reasonably expect privacy, i.e. locker rooms, bathrooms, etc.
- To communicate test answers, photograph tests, or in any way enable students to cheat.
- To engage in cyber-bullying – placing cell phone calls or sending text messages that ridicule, threaten or harass another student.

The inappropriate use of the Internet, personal cell phones, and other digital devices by students while off campus is subject to disciplinary action if engaging in cyber bullying or maintaining or posting material to a website or blogging that threatens a likelihood of disruption in school or results in disruption in school. Also, students involved in activities that interfere with the rights of other students to participate fully in school or extracurricular activities will be in violation of this policy.

Violation of this policy by students will result in disciplinary action which may include: revocation of District technology use privileges; application of school disciplinary practices and procedures; notification of law enforcement officials; notification of parents/guardians or legal custodians; notification of the activities director and/or co-curricular coaches/advisors; notification of the District Superintendent or designee; suspension from school; recommendation for expulsion. Unauthorized items may be confiscated and held by school officials for return to parent(s)/guardian(s) of the student, retained for disciplinary reasons, or turned over to law enforcement officers.

❖ **Student Dress ~ Board Approved Policy 443.1, June 1999**

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Appleton Area School District students are prohibited from wearing clothing or possessing accessories which, in the opinion of school authorities, is contrary to acceptable health and safety standards or may disrupt the educational process or learning atmosphere. In an effort to keep the learning environment appropriate to a work setting, student dress must conform to the following minimum standards:

- Headgear (including hoods) may not be worn in the school building
- Jackets, coats, and gloves may not be worn in the building during school hours
- Students must wear appropriate footwear in and around school at all times
- No pants can be worn below the waist (undergarments may not be visible)
- Students may not wear scanty or revealing clothing. Examples may include but are not limited to: short skirts or revealing shorts, clothing that exposes midriffs or undergarments
- No garments which advertise or promote alcohol, tobacco products, or other drugs may be worn
- No attire or accessory which by its design, use, or intended use, could cause bodily harm, property damage, or intimidation to other persons, may be worn. Examples may include chains, leather straps, pet collars, and spikes
- No gang-related attire is allowed
- Body markings or tattoos that do not meet the above standards must be fully covered

Since styles change, the administration reserves the right to determine what is inappropriate for the learning environment.

This policy is in force during the school day, in school vehicles, and at all school activities. The wearing of outer garments and headwear will be permitted in school vehicles and at school activities when appropriate.

Authority of Principals and Consequences for Violations

If there is disagreement between students and/or parents and the staff regarding the appropriateness of clothing and body markings, the principal or his/her designee will review the situation and make a decision. Violations of any of the above standards will be subject to disciplinary actions specified in school handbooks.

❖ **Search of Lockers, Desks, and Other Storage Areas** ~ Board Approved Policy 446.1, June 1999

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

All lockers, desks, and other storage areas provided for student use remain the property of the Appleton Area School District. At no time does the Appleton Area School District relinquish its exclusive control of these areas.

A search of lockers, desks, and storage areas may be conducted by a District administrator, school administrator, or a school employee designated by the District administrator or school administrator as determined necessary and appropriate. This search can be conducted without the consent of the pupil, without notifying the pupil and without obtaining a search warrant. A police school liaison officer or other law enforcement official at the request of or in conjunction with the District administrator or school administrator may also conduct searches.

No student shall lock or otherwise impede access to any locker, desk, or storage area except with a lock provided or approved by the District. Unapproved locks will be removed. Any unauthorized item(s) found in lockers, desks, and other storage areas may be removed. Items removed may be held by school officials for return to the parent(s)/guardian(s) of the student, retained for disciplinary proceedings, or turned over to law enforcement officials.

❖ **Violence and Intimidation** ~ Board Approved Policy 443.7, June 1994

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

No one shall threaten - verbally, nonverbally, or physically - the safety of another person through the use of intimidation or violence. Such conduct is prohibited on school property, in a school facility, in a school vehicle, at any school-sponsored function or while traveling to and from school.

Intimidation is defined as behavior or repeated acts which cause fear or physical or psychological discomfort, including, but not limited to: physical conduct, verbal or non-verbal threats or gestures.

Violence is defined as aggressive behavior which subjects a person to unwanted physical contact, including, but not limited to: striking, shoving or kicking.

Possible consequences for violation of this policy include:

- Application of approved school disciplinary practices and procedures
- Notification of law enforcement officials
- Notification of parents, guardians, or legal custodians
- Notification of Superintendent or his/her designee
- Suspension from school
- Recommendation for expulsion

❖ **Gang Activity Prohibited** ~ Board Approved Policy 443.8-Rule, April 1996

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Gang criminal activity includes, but is not limited to, intimidating or threatening others, participating in and/or enticing others to participate in any form or physical violence involving persons or property.

A gang member is an individual meeting any two or more of the gang related listed criteria:

- Self-admission of gang membership
- Witness testimony
- Correspondence such as notes, letters, tapes, etc. indicating gang membership
- Paraphernalia or photographs of gang activities
- Gang related tattoos
- Gang related clothing or colors
- Association with known gang members

Gang activity includes, but is not limited to, the display or possession of gang symbols, soliciting others for membership, requesting payment of dues, insurance, or other forms of protection from any individual, intimidating or threatening any individual, and/or inciting others to participate in any form of physical violence involving persons or property, or other criminal activity.

Gang identifiers, which may change periodically, will not be allowed to be displayed by anyone at any Appleton Area School District school at any time including after-school events or school-sponsored activities. Students may not display or wear any sign, gesture, insignia, symbol, color, combination or colors or combination or clothing, wearing apparel, or accessories which have been designed as gang identifiers. Examples of gang identifiers include, but are not limited to: 5-6 point stars, arrows, pitchforks, crowns, identifying numbers or groups of names or initials. The list of identifiers may be updated at any time.

Consequences:

- Notification of parents and/or guardians and/or law enforcement officials
- Suspension from school pending parent/student conference with the school
- Repeat offenders:
 - Five days suspension with follow-up parent/school conference.
 - Possible recommendation for expulsion.

❖ **Weapons on School Premises** ~ *Board Approved Policy 832, February 2017*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/800s/

The Appleton Area School District (AASD) is committed to providing safe learning environments for all students, staff, parents, and volunteers.

No person, including someone with a CCW (Carrying a Concealed Weapon) license, shall use or possess a firearm, whether loaded or unloaded, any destructive device, or other dangerous weapon as defined under section 948.605 (Gun-Free School Zones Law) and 948.6 of the state statutes, in school buildings and other buildings owned, occupied or controlled by the school district, on school premises, in school-provided transportation, or at any school-sponsored or school-supervised activity, except as otherwise specifically authorized in this policy.

A weapon is defined as any object that by its design, use or intended use could cause bodily harm or property damage or intimidate other persons. Weapons include but are not limited to firearms (whether loaded or unloaded and whether operational or not), look-alike weapons (e.g. Airsoft guns), knives, martial arts equipment, razors, leather tools, metal knuckles, etc.

Other objects not designed as weapons but used in a manner that cause intimidation or bodily harm to a person, as well as property damage, are considered weapons under this policy. Such items include but are not limited to: chains, pencils, belts, sprays, and laser pens.

In addition to firearms restrictions under the Gun-Free School Zones Law, if a school district owns, occupies or has under its control any building that is not on the grounds of a school (e.g., district Leadership Center, Facilities & Operations building, Valley New School, etc.), the district can restrict a person (including those individuals licensed to carry concealed handguns) from entering or remaining in that building while carrying a firearm, if the required notice is given as required by the Criminal Trespass Law. Thus, notices will be posted at such sites notifying persons of the restriction.

The following are exceptions to the policy prohibition:

- A weapon in the possession of and under the control of law enforcement or military personnel acting in their official capacity.
- Any qualified current law enforcement officer who is off duty or any qualified former law enforcement officer may possess a properly licensed firearm provided that the individual meets all applicable conditions specified in the state and federal gun-free school zone laws.
 - Although permitted, the Board generally discourages the intentional presence of such firearms, and strongly encourages such individuals to notify the District Administrator, building principal, or other activity supervisor of their possession of any such firearm in order to avoid misunderstandings should the presence of the weapon be identified by another person.
- The firearm is not loaded and is encased or in a locked firearms rack that is on a motor vehicle.
- A person who is a CCW licensee or an out-of-state CCW licensee may possess a firearm within 1,000 feet of the grounds of a school, but not in or on school grounds.
- A weapon used or handled by an individual in a legal manner for purposes of demonstration or educational presentations. This approval must be in writing and granted prior to the weapon being brought to the school. The weapon shall be maintained in the possession of the principal except during the actual demonstration or presentation.

On a case-by-case basis, the Board may give advanced approval allowing an exception to this policy for a specific event or activity, provided that the request for such an exception is also consistent with the discretionary exceptions authorized under state law.

Possible consequences for a student violating this policy:

- Suspension from school
- Referral to law enforcement officials or juvenile justice system
- Recommendation for expulsion

Possible consequences for an employee violating this policy:

- Subject to disciplinary action up to and including termination of employment
- Referral to law enforcement officials for prosecution under applicable state laws and/or local ordinances

Any other person violating this policy shall be referred to law enforcement officials for prosecution under applicable state laws and/or local ordinances.

Law enforcement officials shall be contacted to help deal with a weapons situation, which presents an immediate threat to safety. If the situation does not allow an opportunity to contact law enforcement officials immediately, school staff shall attempt to diffuse and control the situation in the safest manner possible, until law enforcement officials can be summoned.

Appropriate information and training shall be provided to staff in dealing with weapons situations in accordance with the District's Crisis and Response and Emergency Management System.

This policy shall be published annually in student and staff handbooks and through other means appropriate to notify the public as required by law or determined by the administration.

Gun-Free Schools Act

Expulsion is mandatory for a period of not less than a year for possession of a firearm as defined in Section 921 of Title 18 of the United States Code. Wisconsin State Statute 120.13 (1) (g) permits the mandatory expulsion to be modified on a case-by-case basis.

Criminal Trespass Law

The law was amended to include provisions related to carrying firearms. Under the amended law, a person may be subject to a penalty if he/she, while carrying a firearm, enters or remains in certain buildings. Among those buildings is any part of a building that is owned, occupied, or controlled by a

local government unit (e.g., school district), if the local governmental unit has notified the person not to enter or remain in the building while carrying a firearm.

Student Nondiscrimination

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional or learning disability or handicap in its education programs or activities.

❖ Suspensions and Expulsions ~ *Information from Wisconsin Dept. of Public Instruction, August 2000*

The authority of a school district to suspend a pupil is found under §120.13(1) (b) and (bm), Wis. Stats. The law permits a school district administrator or any principal or teacher designated by the school district administrator to suspend a pupil:

- For disobeying school rules.
- For conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by explosives.
- For conduct while at school or under the supervision of a school authority which endangers the property, health or safety of others.
- For conduct while not at school or while not under the supervision of school authority which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health, or safety of any employee or school board member in the pupil's district. 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 law requires suspension if the student possessed a firearm while at school or under the supervision of the school authority.

A student may be suspended for up to five school days. However, if a notice of an expulsion hearing has been sent, the pupil may be suspended for up to 15 consecutive school days. §120.13(1) (b), Stats. *Note: Special provisions govern the suspension or expulsion of a student with special education needs.*

No public school may deny a pupil credit in a course or subject solely because of the pupil's unexcused absences or suspensions from school. The school's attendance policy shall specify the conditions under which a pupil may be permitted to take examinations missed during absences, other than suspensions, and the conditions under which a pupil shall be permitted to take any quarterly, semester or grading period examinations and complete any coursework missed during a period of suspension. §118.16(4) (b) and §120.13(1) (b), Stats.

❖ Bullying Policy ~ *Board Approved Policy 443.71, June 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

The Appleton Area School District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential. The Board of Education considers bullying to be detrimental to the health and safety of students and disruptive to the educational process and is prohibited.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, extortion, use of computer or telecommunications to send messages that are embarrassing, slanderous, threatening or intimidating (cyber-bullying). Bullying may also include teasing, put-downs, name calling, rumors, false accusations, and hazing. Bullying based on sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, cognitive, emotional or learning disability in its education programs or activities is also prohibited by law and Board policy. In addition, the District prohibits bullying or discrimination on the basis of gender identity and gender expression.

Bullying behavior is prohibited in all schools, buildings, properties, educational environments as well as on any school grounds or school buses. This includes any property or vehicle owned, leased, contracted, or used by the AASD such as public transportation regularly used by students to go to and from school and to school-sponsored events.

Students, who engage in any form of bullying behavior at school or at a school-sponsored activity, will be subject to disciplinary action in accordance with Board policy. This action may include off campus behavior that causes substantial disruption to the educational environment. Consequences and sanctions for such actions, including retaliating against someone for reporting bullying behavior, may include but are not limited to, parent notification, suspension, expulsion, or referral to law enforcement officials for possible legal action. Student services staff will support the identified victim. The positive Behavior Interventions and Strategies framework will be utilized to assist and support all students.

Education, intervention, awareness, and prevention shall exist for staff and students to ensure a learning environment free of bullying or intimidation toward and between students and staff.

Disclosure and Public Reporting

Appleton Area School District schools will distribute this policy annually to all students enrolled in the District, their parents, and/or guardians and employees. The District will provide a copy of the policy to anyone who requests it.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. **The Bullying Behavior Report Form** will be used for written reporting. Reports of bullying will be investigated promptly. The individuals involved will be informed of the process and outcome. The District will also keep data on the number and types of reports made under this policy. The results of each investigation will verify the details made in the complaint. In addition, an

annual record of all sanctions will be kept. No individuals will be named in the annual report and the data will be used to develop prevention programs and strategies relative to the policy.

Procedures

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building administrator/designee. Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual, is encouraged to report the conduct to the building administrator/designee.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. **The Bullying Behavior Report Form** will be used for written reporting.

Reporting Procedures

If bullying occurs, students are encouraged to take the following steps:

1. Clearly say “stop” to the person whose behavior is unwanted and report to a trusted adult.
2. Speak with a trusted adult at school, such as a teacher or counselor, social worker, psychologist, nurse, or administrator.
3. When reporting to an adult, include the following information:
 - Give the name of the person and specific unwanted behavior
 - Describe the nature of the bullying
 - Give the date(s) of the event
 - Tell briefly what happened and note all incidents of bullying that may have taken place
4. A building administrator/designee may make an appropriate person(s) aware of the situation to discuss the case and determine the follow-up. All efforts will be made to handle the situation in a discreet manner and maintain appropriate confidentiality. The building administrator/designee will also inform students of the prohibition against retaliating against another student for reporting an incident of bullying.
5. Any employee who witnesses bullying between students must intervene by giving a verbal warning. In some cases it may be necessary to provide a report of bullying incidents to a building administrator/designee.
6. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Bullying

The building administrator/designee will begin the investigation of a report of bullying within one school day. This investigation will include an interview of the person(s) involved and a collection of the information that will determine the facts and seriousness of the report. Parents and/or guardians of all people involved in the bullying incident will be notified prior to the conclusion of the investigation. The District shall maintain confidentiality of the report and related student records to the extent required by law. The **Bullying Investigation Form** will be used.

❖ Student Alcohol and Other Drug Policy ~ *Information Extracted from the Board Approved Policy* *Student Alcohol and Other Drug Policy 443.4 and 443.4--Rule, January 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

The Board of Education recognizes the needs to maintain a safe, healthy, drug and alcohol free environment for all students. It also recognizes that chemical dependency and the problems associated with chemical use can be successfully treated. Therefore, the District will work with the student, student’s family, and all segments of the community to ensure that help is available whenever drug and alcohol use affects student performance. However, the student will continue to be held accountable for conduct that violates this policy. Any action taken regarding alcohol/drug-related problems should protect not only the student’s best interest, but also the best interests of the school community.

No student of the Appleton Area School District (AASD) shall knowingly possess, use, distribute, or be under the influence of alcohol, controlled substances, or any other mood altering chemicals while on school property or during school-sponsored activities. The possession, use, or distribution of drug paraphernalia, look-alike drugs, non-alcoholic beer/beverages, or any substance misrepresented as alcohol or a mood-altering drug is also prohibited on school property or during school-sponsored activities.

A student may be required to submit to a breath test to determine the presence of alcohol if a school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol. Violation of this policy or refusal to submit to a required breath test for the presence of alcohol will result in disciplinary action.

Any student who violates this policy shall be subject to disciplinary action. Students expelled for drug related incidents may be required to submit to intermittent drug testing as a condition of early reinstatement if the Board of Education orders such testing. The testing would occur through the term of the expulsion order.

Students who violate this policy may also be subject to drug testing if the parents, student and district agree in writing. This agreement will include a specific protocol including the timeline for when testing will be discontinued.

Use of prescription or over-the-counter medication in compliance with Board Policy 453.4 (Medication Administration to Students) shall not be considered a violation of this policy. Secondary distribution of any prescribed drug on school property or during school-sponsored activities is prohibited. This policy shall be published annually and distributed to all students of the District. In addition, informational sessions shall be planned which inform students and staff about the dangers of alcohol and other drug abuse; any available drug counseling, rehabilitation, and student assistance programs; and the consequences that may be imposed upon students for drug violations occurring at school.

Smoking and the use of other tobacco or nicotine products (including electronic cigarettes containing nicotine) by students are also prohibited on all school property as stated in Board Policy 831 (Smoking and Tobacco Use).

❖ **Alcohol, Tobacco, and Other Drug Abuse (ATODA) Classroom Instruction**

Program: http://www.aasd.k12.wi.us/families/student_health/atoda/

The Appleton Area School District provides classroom instruction regarding alcohol, tobacco, and other drug abuse (ATODA) to all students in compliance with state and federal law. Parents who wish their child or children to be withdrawn from these instructional lessons and assemblies during the school year should call the school office.

❖ **Smoking and Tobacco Use ~ Board Approved Policy 831, January 2014**

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/800s/

In the interest of a tobacco-free environment and in compliance with State law, smoking and/or use of other tobacco or nicotine products (including electronic cigarettes) is prohibited in all School District buildings, on all District controlled properties, excluding residential properties, and in all school-sponsored transportation vehicles, at all times.

Violations of this policy could result in disciplinary action such as suspension and expulsion, as well as the issuance of a municipal citation.

The District is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and the community. The District believes that education has a central role in establishing patterns of behavior related to a tobacco-free lifestyle. To further demonstrate this commitment, the District has implemented initiatives that include voluntary smoking cessation programs as well as alternatives in lieu of disciplinary action.

❖ **Student Assistance Program (SAP)**

Program: http://www.aasd.k12.wi.us/families/student_health/atoda/

The Appleton Area School District trains staff to provide small group support in accordance with the Student Alcohol and Other Drug Policy (443.4) through the Student Assistance Program (SAP) to students in a variety of areas including but not limited to:

- Study Skills
- Family Change
- Grief
- Friendship
- Smoking Cessation (Not On Tobacco-NOT)
- Stress
- Resiliency
- Alcohol and Other Drug Abuse
- Concerned Persons

Parents who wish to refer their child or children for a small group or prefer that their child not participate in a small group should contact the school office.

❖ **School Wellness (formerly Student Nutrition) ~ Board Approved Policy 458, May 2018**

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

The Appleton Area School District promotes a whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive emotional, dietary, and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as related to good nutrition and regular physical activity. The District supports a comprehensive, standards-based curriculum approach to nutrition in Early Childhood through 12th grade. A culture of nutrition education will include enjoyable, developmentally appropriate, culturally relevant participatory activities within the AASD, such as taste testing, at least twice per year. Nutrition education will include age appropriate specific, behavior-focused skills, including but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising.

The AASD physical education program is aligned with the [five national standards](#), which are an essential component for all students to learn about and participate in an active and healthy lifestyle. Physical activity is included within a school's daily education program from grades Early Childhood through 12th grade. Physical activity includes regular instructional physical education, co-curricular activities, brain breaks, movement breaks, and elementary recess. Substituting any one of these components for the others is not appropriate. Schools are also encouraged to provide students with additional opportunities to be active in and out of the classroom.

B. Support and promote proper dietary habits contributing to students' health status and academic performance

All foods and beverages served by the District and at school-sponsored activities during the instructional day will meet or exceed the AASD Student Nutrition Standards. A healthy school environment should not be dependent on revenue from high-fat, high-sugar, low nutrient foods to support school programs. Emphasis will be placed on foods that are nutrient dense per calorie. Foods will be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals. Access to plain, drinkable water throughout the school day will be available at no cost to students.

C. Provide nutritionally appropriate school meals

The full meal school breakfast and lunch programs will continue to follow the USDA requirements for federal school meals programs. In addition, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

Salt will never be added and salt shakers will not be put out for students. Schools in our system utilize electronic identification and payment systems; therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

D. Recognition for special occasion without treats

Birthday recognitions during the school day (starting at midnight the day before through a half hour after students are dismissed for the day) will not include students bringing in snacks/treats from outside of the District for other students and will instead take place through non-food practices.

E. Support student academic performance

Educators, administrators, parents, healthcare providers, and community partners acknowledge the critical role student mental and physical health play in academic stamina and performance. The school environment is adapted to ensure students' basic nourishment and activity needs are met.

F. Research supports the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn

This research is emphasized to ensure widespread understanding of the benefits to healthy school environments. The diversity of the student population (e.g., economic, religious, minority, cultural, and medical) is considered at all times to ensure that all student needs are being met.

❖ **Head Lice/Nits in the School ~ Board Approved Policy 453.31-Rule, May 2018**

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Communicable Disease Information: http://www.aasd.k12.wi.us/families/student_health/communicable_disease_information/

Procedures for Control and Treatment

1. Any student who is suspected of having live head lice shall be removed from the classroom as unobtrusively as possible to be screened. Live head lice screenings may be made periodically on any child as necessary during the school year. These screenings will occur by the school nurse or designee approved by the school principal.
2. **If live lice are apparent:**
 - a. The parent/guardian of any student found to have nits or live lice will be notified. The student may remain in school until dismissal; however, the parent/guardian may choose to pick up student at time of discovery or at the end of the school day.
 - b. A written explanation of lice treatment may be given to the parent. As part of the treatment process and before re-admittance, parents/guardians will be instructed to remove all lice and nits. The school nurse or building designee may furnish treatment supplies for those families demonstrating financial need.
3. **Re-admittance to school:**
 - a. The student may be checked by the school nurse or designee upon return to school. The presence of live lice will again result in parent/guardian notification, and further treatment options will be discussed.
 - b. The above procedures will be repeated until lice and nits are removed
 - c. Absences for the purpose of lice treatment will be considered excused absences; however, excessive absences due to lice infestation may result in referrals to other agencies.
4. **Confidentiality:**
 - a. Only information needed for the purpose of assuring notification of the appropriate parties involved and for prevention of further exposures should be noted. All information shall be kept in confidence in accordance with State and federal laws and regulations.
 - b. Parents/guardians of other students at the school may be notified of the presence of lice when such a notice is considered appropriate by the principal, designee, or school nurse.

❖ **Administration of Drug Products/Medications to Students ~ Board Approved Policy 453.4, October 2016**

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Whenever possible, all medications should be administered at home; however, under certain circumstances it may be necessary for a student to take medication while in school. Before designated school personnel can administer medication, whether it is a prescription medication or an over-the-counter medication, you will need to be aware of the following information and requirements.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parents to resolve inconsistencies in administration directions.

A. Prescription Medications

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018). The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes in dosage occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any medication at school.

Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose, effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian, or other adult.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered at school (refer to Section V. for all field trip and activities off school premise). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended therapeutic dose in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended therapeutic dose or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor after consideration of safe handling and disposal precautions.

E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

- Off label medications are those FDA approved medications prescribed for non-approved indications in children.
- Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor. The District reserves the right to refuse to administer the medication.

F. Stock Epinephrine Auto-Injectors

Stock Epinephrine Auto-Injectors will be available in District school buildings for the health and safety of all individuals with known and unknown allergic reactions to foods or other environmental items.

A stock epinephrine auto-injector should be retrieved for use when symptoms of anaphylaxis are identified:

- Difficulty swallowing or tightening of the throat
- Difficulty breathing
- Nausea and vomiting
- Swelling of the face or extremities
- Skin rash, hives

Available doses are the adult (0.30 mg) dose and the pediatric (0.15 mg) dose. If an individual appears to be experiencing a severe allergic reaction, the protocol is to dial "911" or the emergency medical service provider. Any individual who is trained to use an epinephrine auto-injector to administer epinephrine may do so to the individual experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

Administration of Medications for Field Trips

Field trips may include school sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or on an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form.

All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

A. Field Trips – Regular School Day

Prior to the field trip

- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI approved training depending on the medication needs of the students and the AASD skills training checklist with the school nurse. Current training documentation must be on file with the District prior to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students to the school secretary or designee prior to the event. The school secretary or designee will review the list of students and determine which students have medications at school.
- Parents/guardians are required to complete the medication portion of the field trip permission slip indicating if medications are required.

Day of field trip

- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's name, organizing staff person's name, and time to be given. The envelope or bag will include a field trip medication form with the student's name, name of medication, dose and time to be given, special instructions, and a place for the organizing staff person to sign that the medication was administered (see attached form HS-029a).
- It is the responsibility of the organizing staff person to see that the medication is given on time and that the child takes the medication. The organizing staff person will sign the form to document the time the medication was administered. "As needed" medications, such as asthma inhalers, if used by the student, will follow the same procedure.

After the field trip

- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person that administered the medication, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consents for those medications must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy labeled bottle (prescription) or over the counter packaging (non-prescription). The required paperwork must be completed (HS-017 or HS-018) indicating all doses and times the medication is to be administered. Only the amount of medication needed on the field trip should be sent.
- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The staff person administering the medication on the field trip will document on the field trip medication form all doses of medication that are administered. The Regular School Day "Prior to the field trip" protocols (detailed above) must be completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, EpiPens, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school secretary or designee.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

Allergy Environment

The District cannot guarantee an allergy free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting. The District is committed to working cooperatively with students, parents/guardians and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidenced-based practices.

**❖ Illness/Communicable Disease Guidelines ~ Information Extracted from the Board Approved Policy
*Communicable Disease 453.3-Rule, August 2012***

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Communicable Disease Information: http://www.aasd.k12.wi.us/families/student_health/communicable_disease_information/

In order to promote a healthy environment at school for your children, we ask that you be particularly alert to the beginning signs of illness in your child. Keeping your child home during an illness until recovered will help prevent spread of illness to others in the school. The following symptoms may indicate the presence of communicable disease:

Thick mucus from the nose	Discharge from eyes or ears	Earache
Persistent abdominal discomfort	Diarrhea	Any rash that is not normal for your child
Nausea or vomiting	Skin infection	Elevated temperature associated with other symptoms
Red eyes	Persistent, productive cough	
Excessive drowsiness	Sore throat	

If your child has any of these symptoms at school, you may be contacted, and if so will be expected to make arrangements to pick your child up from school as soon as possible.

If your child is absent from school, please call the school to notify staff if it is due to illness or other reasons. If your child's absence is prolonged due to illness, we ask that a doctor's note explaining the illness and authorizing the return to school accompany your child upon return to school.

We must have consent forms signed by parent/guardian and doctor if medication is required during school hours. Please call the school office to obtain these forms and further information on the school medication policy.

It is also very important to have current emergency information for children at school. We must have a working number to contact you and also a number for a responsible relative or friend in case you are not available. Remember to notify us if there are any changes in the phone numbers.

To assist us in providing the best possible care for your child at school, please keep us informed of any changes in your child's health status, including medication changes, allergies, etc. We would be happy to discuss any concerns you may have about your child's health. Please feel free to contact us at school.

❖ **Prevention of Youth Suicide** ~ *Board Approved Policy 457-Rule, February 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Suicide Prevention Resources: http://www.aasd.k12.wi.us/families/student_health/student_mental_health_resources/suicide_prevention/

The Appleton Area School District will seek means to help students who are considered at risk for suicide, and provide support for staff and peers affected by a student suicide. A youth suicide prevention program shall be used by district staff.

District staff are in positions to recognize students who are at risk for suicide; under no circumstances should this be kept confidential. State Statute provides immunity from civil liability for staff members who work to prevent suicide.

The District believes that suicide prevention is a responsibility shared by the various segments of the community including family, community agencies, related medical services, and the schools.

❖ **Volunteers in Schools** ~ *Board Approved Policy 353.1, July 2001*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Program: http://www.aasd.k12.wi.us/district/volunteer_in_the_aasd

The AASD recognizes the important role that volunteers play as they give of their time and talents to support the educational process in our schools. School staffs are encouraged to foster volunteer relationships with members of the community. There are multitudes of ways in which the efforts of a volunteer can benefit the educational process. Using trained volunteers in appropriate ways will help to insure a successful experience for the students and the volunteers.

It is recognized that the building principal will need to work with staff and volunteers to bring clarity to the role of a volunteer at their site. Duties may involve service to libraries, classrooms, athletic events, music programs, field trips, tutoring/mentoring youth, and similar activities. When at all possible, volunteers should work within the classroom setting under the direct supervision of a staff member. As the role of a particular volunteer is defined, there are clearly some responsibilities that volunteers should not be assigned.

Volunteers will not be used to:

- Transport students
- Supervise classrooms of students by themselves without District staff
- Supervise playgrounds, lunchrooms, or commons by themselves without District staff
- Work with or have access to individual student cumulative folders or personal records
- Grade papers, record grades, or assessment results
- Discipline students

The safety and well-being of the students, staff, and volunteers of the District is paramount. When due to the nature of their responsibilities it is necessary for volunteers to work outside the direct supervision of a staff member, the District reserves the right to complete criminal background checks. Background checks will be conducted prior to the first time the individual volunteers to work with students and the District reserves the right to conduct additional background checks periodically thereafter.

School volunteers shall be expected to abide by all applicable laws, District policies, and administrative procedures when performing their assigned responsibilities. All District employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervisions provided by the building principal. Volunteers shall be covered under the District's liability policy while performing their authorized duties.

In summary, volunteers are a tremendous resource to the educational process. Their participation in our schools needs to be nurtured, meaningful, organized, and valued by both staff and students. The building principal plays a key role in setting the climate for volunteer success in our schools.

❖ **School Visitor Policy & Guidelines** ~ Board Approved Policy 860, June 2018

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/800s

We believe that all students can learn at high levels when we provide the highest quality instruction; maintain and communicate high expectations; create supportive learning environments that foster a sense of belonging; and develop and maintain strong community and home-school connections.

To support this mission, the AASD infuses culturally responsive practices in our interactions with students, staff, parents, and community members. Culturally responsive practices include those practices that are free from discrimination and bias while being welcoming, inclusive and responsive to the diverse experiences and needs of our school community.

For the safety and protection of our students, all visitors are required to report to the main office upon entering the building or grounds.

Building administrators shall have the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits. In exercising their discretion, the administrators shall consider the purpose of the visit, the impact of the visitor's presence, and the relationship of any visitor to the students.

All visitors to the schools shall comply at all times with District policies and school rules. The building administrator may exclude any visitor from school premises if he/she fails to comply with District policies and school rules, is disruptive to the educational process, threatens the health and safety of students, staff and others at school, or damages school property. Law enforcement authorities may be called if necessary.

In an effort to protect the students in our care during the school day, we attempt to monitor the presence of non-school people in the buildings. Non-school students may visit during the school day but they must be accompanied by an adult relative. Parents are welcome and encouraged to visit the school but it is in our mutual interest that the Board has adopted the following notices:

- Except for faculty and employees of the Appleton Area School District, all registered students of this school, and persons whose presence the principal may deem related to school business, everyone is required to register in the school office for a permit to be in the building during posted school hours.
- The wearing of an identification badge will be required for all staff and visitors.
- At all times loitering in the building, on school premises or school grounds by unauthorized personnel is prohibited.

❖ **Student Interviews with Outside Agency Personnel** ~ Board Approved Policy 445, April 2014

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

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

The District has multiple partnerships with agencies to support and protect students. These agencies include but are not limited to county social services, Appleton Police Department School Resource Officers (SRO), etc. The primary focus of these partnerships is to foster positive relationships with students, families and school communities. Generally, SROs assigned to work with students in the school setting communicate and interact in the same manner as school personnel except when required to carry out law enforcement activities. When determined to be necessary, law enforcement and other outside agency personnel may interview students during the school day. In most instances, reasonable and appropriate attempts will be made to notify parents or legal guardians of students who are interviewed during the school day.

❖ **Highly Qualified Staff**

Notice: http://www.aasd.k12.wi.us/district/notices/essa_teacher_quality_notification/

The Appleton Area School District (AASD) knows the educational success your child's experiences are directly related to the quality of our educational staff. The AASD is committed to hiring and retaining high quality staff members. One measure of teacher quality is their educational background and licensure. All AASD teachers have at least a Bachelor's degree and are licensed teachers by the Wisconsin Department of Public Instruction (DPI). In addition, in the 2018-19 school year 59% of our teachers held an advanced degree. Below are several specific questions you may have regarding the licensure of the staff members working with your child and the process for locating this information.

1. **Is my child's teacher licensed to teach the grades or subjects assigned?** The status of the qualifications of your child's teacher's licensure can be found on the DPI website at: <http://dpi.wi.gov/tepd/lookup/public-search>. To search this site, click on the "Online License Lookup" link, click on "Search by Name," enter the teacher's name in the required fields, and then click "Submit." If you do not have computer access, contact your child's principal.
2. **Has the state waived any requirements for my child's teacher?** The status of the qualifications of your child's teacher's licensure can be found on the DPI website at: <http://dpi.wi.gov/tepd/lookup/public-search>. (Directions on how to access this information are in #1.)
3. **What was the major of my child's teacher in college?** The answer to this question can be obtained by contacting, Julie King, AASD Chief Human Resources Officer, at (920) 997-1399 x-2043.
4. **What degree(s) does my child's teacher hold?** The answer to this question can be obtained by contacting, Julie King, AASD Chief Human Resources Officer, at (920) 997-1399 x-2043.
5. **Are there paraprofessionals working with my child? If so, what are their qualifications?** Please contact your child's principal directly to receive an answer to this question.

The AASD will continue to place a high priority on hiring the most qualified educators and providing support for their continued professional growth.

❖ **Fourth Grade Promotion** ~ *Board Approved Policy 345.4, October 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

In accordance with State law 118.33, beginning on September 1, 2002, no student shall be promoted from the fourth to the fifth grade unless the student satisfies the specific criteria for promotion. Other District policies relating to the promotion of students apply if they are not inconsistent with this policy.

The following criteria are to be considered in determining whether to promote a student from the fourth to fifth grade:

1. Score a “Basic”/level 2 or higher on the grade 4 state-required assessments that comprise the Wisconsin Student Assessment System.
OR
2. Successfully complete grade level coursework and/or other academic criteria based on Board approved standards and curriculum in the assessed areas.
OR
3. Have the recommendation of the site Student Support Team.
OR
4. Demonstrate reasonable progress in meeting IEP goals as determined by the student’s Individual Education Program (IEP) team. Meeting this requirement supersedes all other requirements.

School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The elementary school principal (and student’s IEP team, if the student has an identified disability), shall provide for a regular review of a student’s progress toward meeting the established grade advancement criteria and shall keep students and their parents/guardians informed of the student’s progress.

Before a student is promoted to fifth grade, the elementary school principal (and student’s IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade advancement criteria outlined in the policy and any other District policy applicable to grade advancement.

❖ **Eighth Grade Promotion** ~ *Board Approved Policy 345.41, October 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

In accordance with State law 118.33, beginning on September 1, 2002, no student shall be promoted from the eighth to the ninth grade unless the student satisfies the specific criteria for promotion. Other District policies relating to the promotion of students apply if they are not inconsistent with this policy.

The following criteria are to be considered in determining whether to promote a student from the eighth to the ninth grade:

1. Score a “Basic”/level 2 or higher on the grade 8 state-required assessments that comprise the Wisconsin Student Assessment System.
OR
2. Successfully complete grade level coursework and/or other academic criteria based on Board approved standards and curriculum in the assessed areas.
OR
3. Have the recommendation of the site Student Support Team.
OR
4. Demonstrate reasonable progress in meeting IEP goals as determined by the student’s Individual Education Program (IEP) team. Meeting this requirement supersedes all other requirements.

School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The middle school principal (and student’s IEP team, if the student has an identified disability), shall provide for a regular review of a student’s progress toward meeting the established grade advancement criteria and shall keep students and their parents/guardians informed of the student’s progress.

Before a student is promoted to ninth grade, the middle school principal (and student’s IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade advancement criteria outlined in the policy and any other District policy applicable to grade advancement.

❖ **Graduation Requirements** ~ *Board Approved Policy 345.6, November 2015*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Information: http://www.aasd.k12.wi.us/teaching_learning/graduation_requirements

The Appleton Area School District awards high school graduation diplomas to recognize those students who have fulfilled the academic requirements of the District. In order to graduate from high school and to receive a diploma, a student in the District must meet the requirements set out in this policy. The policy requirements are grounded in the District’s standards, curriculum, and Wisconsin State Statute 118.33.

Students in the Appleton Area School District have access to courses that provide a balanced academic background, which meet a broad array of interests and needs. Students in grades 9-12 will be expected to successfully complete those courses (required and elective) necessary to meet the 23 required credits as established by the Board and listed in the policy, and, beginning with the graduating class of 2017, a high school diploma may only be granted once a student has taken and successfully achieved a score of 60 or higher, on the 100 question civics examination, identical to the U.S. Citizenship Test administered by the United States Citizenship and Immigration Services. Students with limited English proficiency may take the examination in the student’s language of choice.

❖ **Identification for Talented and Gifted (TAG) Programming** ~ *Board Approved Policy 342.3-Rule, April 2015*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Program: http://www.aasd.k12.wi.us/district/district_departments_contacts/standards_curriculum/talented_gifted_program

The District identification process is on-going and seeks to identify children K-12 for gifted programming regardless of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability socio-economic level, achievement level, or cultural/linguistic diversity.

The District uses multiple criteria when identifying students. These criteria include but are not limited to parent/teacher/peer/self-referral, and other student information such as standardized test data, product evaluation, interviews, and/or observations.

The District formally identifies children in two areas:

- General Intellectual Ability
- Creative and Divergent Thinking

To best facilitate:

- a prompt start to TAG pull-together services for students;
- timely input for TAG identification;
- regular class list development for the coming school year; and
- uniform TAG identification practices.

The following identification protocols have been adopted by the Appleton Area School District:

1. TAG referral forms will be available in all elementary and middle school offices, on the District website and from the TAG department.
2. TAG referral forms may be submitted at any time during the school year.
3. Students will be assessed at the first available opportunity following receipt of a referral.
4. TAG referrals received within the first month of the semester will ensure assessment during that semester.
5. TAG assessments will include, but are not limited to the following:
 - Measures of Academic Progress (MAP) – administered to all students in grades 1-9 by classroom teachers. Testing is typically done in fall and spring.
 - Naglieri Nonverbal Ability Test (NNAT) – administered to referred students by TAG teachers as needed.
 - Cognitive Abilities Test (CogAT) – administered to referred students as needed.
 - ACT/Explore Test – administered to referred students annually.
 - Torrance Test of Creative Thinking (TTCT) – administered to referred students in grades 1-6 during each semester.
6. The TAG department will enter the names of all identified students into the District's student data base.

Identification takes place throughout the school year for TAG programming. Students may enter TAG programming at the next available opportunity (i.e., unit, quarter, semester).

TAG staff will work with teachers to provide talent development experiences to students in kindergarten and first grade so that all students are identified with greater reliability regardless of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability, socio-economic level, achievement level, or cultural/linguistic diversity.

❖ **Homework Policy** ~ *Board Approved Policy 345.3, February 1999*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Student achievement is increased when teachers regularly assign homework and students conscientiously complete the work. Homework can also help children develop good habits, attitudes, and self-discipline. Specifically, homework has the following purposes:

- Promotes growth in self-responsibility and self-direction in learning.
- Directs students toward good work habits.
- Enriches, enhances, and extends school experiences.
- Brings students into contact with out-of-school learning resources.
- Helps children learn to budget time.
- Provides essential practice in developing skills.
- Promotes a positive home/school relationship.

It is understood that as a student progresses in maturity, homework will develop from an incidental and informal program to a much more formal, definite concept. It is recommended that homework be given at all grade levels, in a form that is developmentally appropriate.

Homework may be assigned to:

- Supplement and support the school experience through home-related activities.
- Reinforce school learning by providing necessary practice, integration, and application.
- Help students to become resourceful and to work independently.
- Acquaint parents/guardians with what their children are learning in school and invite their help.

❖ **Staff Involvement in Political Activities** ~ *Refer to Board Policy 522.5 and 522.5-Rule, Board*

Approved June 2011

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/500s/

All students have the right to learn in an environment where they are treated with respect and dignity and are free from all forms of harassment. When teachers are discussing political candidates or political issues as part of the instructional program, they must present a balanced perspective without attempting to influence the political views of the students. Teachers must afford students the opportunity to do their own thinking and decision-making. In fulfilling their responsibilities as members of the AASD staff, they shall refrain from exploiting their privilege of position.

The District encourages informal resolution of complaints under this policy. If any person believes that the Appleton Area School District or any part of the school organization has failed to follow policy 522.5 and 522.5-Rule, he/she should file a complaint using the District's Complaint Procedure.

Refer to Policy 382 and 382-Rule Political Candidates Speaking to Students for further information on this subject.

❖ **Academic Integrity**

The Appleton Area School District promotes and expects ethical behavior from all members of our school communities. Honesty and integrity are valued in our schools. Dishonest and unethical academic behavior will not be tolerated. Unethical academic behavior includes, but is not limited to, the following activities:

- Plagiarism: the act of presenting the words, ideas, images, sounds or other creative expression of others as your own.
- Using, obtaining, or providing unauthorized assistance on examinations, papers or any other academic work.
- Forging a signature to certify attendance, completion of a course assignment, or any other purpose.
- Copying materials: allow another to copy your material; or using unauthorized materials during a quiz, text, project, or homework assignment.
- Removing examinations or parts of examinations without the knowledge or consent of the teacher.
- Stealing, using or accepting stolen copies of tests or answer keys.
- Altering a teacher's grade book or computer records.
- Committing any other violation intended to obtain credit for work that is not your own.

Being a part of any of the above activities is considered unethical and a violation of middle school rules.

The following consequences may be applied by staff and administration when a student is found to have violated the academic honor code. Decisions on disciplinary consequences will be made by administration with input from key staff as deemed essential and appropriate:

- The student may receive a zero, a failing grade, or some other grading consequence as deemed appropriate on the assignment involved and/or grading period, depending on severity.
- The teacher will file a discipline referral with the office.
- The teacher will make a parental contact in a timely fashion.
- Students may face additional disciplinary consequences including, but not limited to: detention, in-school suspension, and out-of-school suspension.

Repeated incidents of unethical academic behavior can result in more serious disciplinary actions up to and including removal from the class where the cheating took place, suspension, and/or an expulsion recommendation.

❖ **Student Records** ~ *Board Approved Policy 347-Rule, May 2019*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Notices: http://www.aasd.k12.wi.us/district/notices/student_directory_data_and_media_opt-out_form/

http://www.aasd.k12.wi.us/district/notices/notification_of_rights_under_f_e_r_p_a/

Student records are maintained to assist school personnel in determining educational experiences for each student.

The District recognizes the need for the confidentiality of student records. Therefore, student records shall be available for inspection or release only in accordance with State and Federal laws and established District policies and procedures. Building principals shall have primary responsibility for the maintenance and confidentiality of student records.

The District shall notify an adult student, or the parent/guardian of a minor student, of their rights to inspect, review and obtain copies, at their expense, of the students records; the existence of the Student Records policy and procedures (#347) and where copies can be obtained; and their right to file a complaint with the Family Policy and Regulations Office of the Department of Education.

Parent Notice and Access to Records

A parent/guardian, regardless of whether the parent/guardian has legal custody of the student, shall have access to a student's medical (dental) and education records unless the parent/guardian has been denied access to such records as outlined by State law.

An adult student, or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records. If additional copies are requested, there will be a charge based on actual cost.

Designation of Directory Data

Directory data, under State Law State Statute section 118.125 (1)(b) may include the following information: student's name, address, telephone number, 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, degrees and awards received, the name of the school most recently attended by the student, and the name of a student's parents/guardians.

School boards have the authority under both State law section 118.125(j) of the State Statutes and the Family Educational Rights and Privacy Act (FERPA) to designate certain personally-identifiable student information as directory data that can be disclosed without obtaining the specific written consent of a student's parent/guardian or adult student.

The District designates the following student information as directory data: **Address and Grade Level**

If a parent/guardian does not wish to have any or all of the categories of directory data released, he/she must notify the district in writing within 14 days of this annual notice being provided (via the opt-out form).

- The Opt-Out Form is available on the AASD website and school sites.
- The Opt-Out Form must be completed each school year.

Disclosure of Directory Data

Upon request, the District may disclose its designated directory data (address and grade level), to any person without obtaining the specific written consent of the parent/guardian/adult student unless the parent/guardian/adult student has opted out of disclosure of the information. Examples of requests for data directory information may come from higher education agencies (technical colleges, colleges, and universities); alumni reunion committees; community organizations (YMCA, Scouts, etc.); photographers for senior pictures; driver's education facilities; and publications sponsored by the District.

For requests from the United States Military Services, a student's telephone number will also be disclosed along with his/her name, address, and grade level.

There may be individual situations where a student's name, address, telephone number, major field of study, participation in officially recognized activities and athletics, weight and height of members of athletic teams, photographs, degrees and awards, and school of most recent attendance may also be requested to be released to publications sponsored by the District, area newspapers, and appropriate private and public sponsored magazines. In these situations, the District will provide the opportunity for the parent/guardian/adult student to provide specific informed consent.

In the event a request for directory data information poses a risk to student safety, the District will follow the State and federal law regarding protective orders.

Disclosure of Student Records

Student records may be disclosed for purposes concerning the juvenile justice system. The law gives the juvenile justice system the ability to effectively serve a student prior to adjudication provided the records are not disclosed unless otherwise authorized by law.

The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.

Student records shall be made available to school officials only if they have a legitimate educational or safety interest in the records.

- School officials include District employees licensed by the State, School Board members, contracted or appointed personnel, including the District's medical advisor, and may include School Resource Officers (SROs) to the extent they have a legitimate educational interest
- A legitimate educational interest is a school official's need to review an educational record in order to fulfill his/her professional responsibilities, subject to limits on re-disclosure authorized by law.

An adult student or the parent/guardian of a minor student has the right to consent to the disclosure of personally identifiable information contained in their student records, except as allowed by State and Federal law.

Transfer of Records

In accordance with the law, the District shall forward, upon request, student records, including paper and/or electronic, to another school without consent for purposes related to the student's enrollment or transfer.

An adult student or the parent/guardian of a minor student who believes that information contained in educational records of the student is inaccurate or misleading or violates the privacy or other rights of the student, may request in writing that this information be amended. The principal will review the request to determine if the request for amendment relates to information that is inaccurate or misleading or violates privacy rights or if there is simply a disagreement regarding the substance of a determination such as the outcome of an evaluation, assessment or grade. The principal will inform the adult student, or the parent/guardian of a minor student, of the decision to allow or disallow the request. The principal will advise of the right to a hearing if the requested change is denied. Additional information regarding the hearing procedures will be provided to the eligible student when notified of the right to a hearing. An adult student, or parent/guardian of a minor student, may attach a statement of disagreement to a record at any time and may do so instead of requesting a hearing.

An adult student, or parent/guardian of a minor student, who feels there has been a violation of the rights accorded them under federal law may submit a written complaint to the Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

❖ Student Privacy

The Protection of Pupil Rights Amendment (PPRA) affords parents and eligible students certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

❖ Animals in the School ~ *Board Approved Policy 383, August 2000*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

The Board recognizes that animals have educational value in the school setting, but only under conditions that insure the safety and well-being of the students, staff, and the animal. Live animals in the classroom provide opportunities to learn about diversity, habitat, humane care, animal growth and development, reproduction, and behavior. A teacher must have a clear understanding of, and a strong commitment to, the responsible care of living animals before making any decision to use live animals for educational study. Preparation for the use of live animals should include acquisition of knowledge on care appropriate to the species being used including housing, food, exercise, and the appropriate placement of the animals at the conclusion of the study. Reputable pet stores in the community are excellent resources to help a teacher answer these questions. **Prior approval must be received from the principal before any animals are brought into the school. Animals in schools shall be planned and approved in accordance with established procedures.**

❖ Acceptable Use for Technology and Network Resources ~ *Board Approved Policy 363 and 363-Rule (522.7 and 522.7-Rule), October 2014*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Technology and network resources are valuable tools for students, staff, and community. The AASD provides computer facilities, equipment, software and a local and wide-area network that is accessible for the primary purpose of supporting the educational mission of the District. The District's technology system includes, but is not limited to: desktop and portable computers; voice over internet protocol phone system; file, web, and print servers; projection devices; software applications; electronic devices such as cell phones, pagers, personal digital assistants; the internet; and voice messages. Unless otherwise specified, the following regulation shall apply equally to all AASD users including employees, contractors employed by the AASD, students, volunteers, and guests. The AASD permits users to connect to the District network with personal computing devices following acceptance of user agreement terms. Users may have additional obligations given the nature of their positions and/or access privileges.

Use of the District technology system is a privilege and not a right. Users of the District's system should have no expectation of privacy in the content of their personal files, communications, and records of their online activity. The AASD reserves the right to monitor, access, delete and/or disclose all files, communications, and use of the District's technology system at all times without user permission within legal parameters.

It is the responsibility of users to provide for the reasonable care of all District technology. The AASD reserves the right to hold users accountable for vandalism, misuse, and damage to the system in violation of the rules outlined in this policy, including revoking privileges, taking disciplinary and/or legal action. All users must have an appropriate "User Agreement" with the District to access the technology system (Appendix A).

Procedures

A. Network Guidelines

The AASD (AASD) maintains a local and wide-area network that links schools together and also provides access to public networks. This network consists of a hard wired and wireless network. The wireless network includes, but is not limited to, the District-provided wireless access and any other wireless data provider (e.g., cell phone or personal wireless hotspot) used on any AASD property and its school campuses.

Network use or attempted use that is unacceptable at all times includes, but is not limited to:

- Accessing the network for illegal activity, political or religious purposes, and unethical or disruptive activity.
- Placing unlawful information on the network.
- Accessing inappropriate content, including pornographic or obscene items.
- Disrupting network traffic, overloading or crashing the network and attached systems.
- Monitoring or capturing network traffic in any way.
- Gaining unauthorized access to information resources or accessing, changing, deleting, or damaging another person's materials, information, or files.
- Installing or running a program which damages or places an excessive load on technology and network resources.
- Wasting or stealing consumables (e.g., paper, toner, storage devices) associated with the network system.
- Disrupting the educational environment with District or personal computing devices.
- Accessing or sending offensive or objectionable material to others.
- Cyberbullying.

The AASD places a high priority on the security of its technology and network resources. The District has systems in place that can monitor and record all network usage.

Users must be responsible for taking security precautions when accessing the District's technology and network resources. Use that is unacceptable at all times includes, but is not limited to:

- Not taking reasonable measures to prevent others from using identifying information.
- Sharing accounts or leaving accounts open or unattended.
- Not keeping all accounts and passwords confidential and inaccessible to others.
- Not respecting the rights and property of others and improperly accessing, misappropriating, or misusing the files, data, or information of others.
- Not making backup copies of documents critical to the user.
- Not taking precautions to prevent viruses, spyware, and malware on personal and District devices.
- Gaining unauthorized access, altering, deleting, damaging, or destroying any network, program, or data.
- Not reporting unusual activity such as spam and phishing schemes to the AASD Helpdesk.

B. Electronic Communication Guidelines

Use of the AASD electronic communication systems is provided to students and staff to further the educational mission of the AASD. These electronic communication systems include, but are not limited to: email, blogs, social media, learning management systems, telecommunication systems, and other web-based/electronic tools. Interpretation of appropriate use of electronic communication is the responsibility of the AASD Administrative Leadership Team.

C. Privacy Guidelines

AASD network users should have no expectation of privacy in the content of their personal files, communication, or their online activity while using the District's technology system. The AASD reserves the right to retrieve contents and user files on its system for legitimate reasons including, but not limited to: finding lost messages, conducting internal investigations, complying with open records requests, investigating wrongful acts, or recovery from system failure.

The District also reserves the right to retrieve contents and user files to conduct student investigations relating to suspension and/or expulsion and personnel investigations relating to discipline and/or termination.

Users must be responsible for their own privacy and personal safety as well as that of others when using the District's network. Use that is unacceptable at all times includes, but is not limited to:

- Violating the privacy rights of self/others by providing home address, telephone number, or other personal information.
- Recording of any type including, but not limited to: audio, video, images, and photographs, in violation of Board Policy 492-Photographing and Videotaping in the Schools.

D. Prohibitions Against Discrimination, Harassment, Bullying, And Defamation

The District has an obligation to provide a school environment free of discrimination, harassment, bullying, and defamation. Users of the District's technology must comply with state and federal laws and Board policy regarding these items. Use that is unacceptable at all times includes, but is not limited to:

- Accessing, displaying, or sending messages and materials that use language, audio or images that are discriminating, harassing, bullying, or defaming.
- Circumventing District content filters in order to access the content listed above.

E. Copyright Guidelines

The AASD recognizes and supports the limitation imposed by copyright laws. The use of District technology equipment or systems to make unauthorized copies of District-owned, privately-owned, or illegally obtained software or protected online resources is prohibited.

F. Social Media

Social media is defined as "online services that require communication between two or more people" and encompasses a wide range of written, audio, and visual communication. Social media networks include, but are not limited to: personal websites, blogs, wikis, social networks, online forums, twitter, and virtual worlds.

The District recognizes the importance of online social media networks as a communication and learning tool for AASD staff and students. The District also recognizes its obligation to teach and ensure responsible and safe use of these technologies. Toward that end, the District provides password-protected social media tools and District-approved technologies for e-learning and encourages the use of District tools for collaboration by employees and students.

Public social media networks are generally available to the public or consumers and are not provided by the District's electronic technologies network. Public social media networks include, but are not limited to: Facebook, Twitter, YouTube, and blog sites.

AASD student use of social media during instructional time will be limited to educational purposes.

Any users of social media on the AASD network must adhere to the guidelines listed in this policy and its procedures.

The AASD may use social media networks and other communication technologies in fulfilling its responsibility for effectively communicating with the general public.

G. Monitoring, Supervision, Consequences

AASD has systems in place that can monitor and record all network use for consistency in enforcing technology and network protocols.

Consequences for violations of the Acceptable Use of Technology and Network Resources Policy and Procedures may result in the suspension/revocation of technology privileges, discipline up to and including suspension and/or expulsion for students. The District will investigate and report unlawful activities to authorities. Appeals may be made in accordance with appropriate Board policies, procedures, and employee and student handbooks.

H. Personal Computing Device Use In School

Grades Pre K - 6

The AASD provides a community accessible network with the primary purpose of supporting the educational mission of the District. The District permits AASD Pre K–6 students, with parent/guardian permission, to bring personal computing devices to school for the purpose of connecting to District network resources (Appendix B).

The use of personal computing devices in the District is a privilege, not a right. Ensuring its proper use is the joint responsibility of students, parents, and employees with the following liabilities and limitations including, but not limited to:

- AASD elementary students must have a signed permission form from their parent(s)/guardian(s) on file for use during the school day (Appendix B).
- Student use of personal computing devices during instructional time may be limited at the discretion of the teacher.
- Network access is provided on an “as is, as available” basis.
- The District is not responsible for delays, changes, or interruptions of communication or internet service, regardless of the cause.
- The District assumes no financial obligations arising through use of the AASD network.
- The AASD is not responsible for damage caused by inappropriate or inadvertent activity due to interaction with the network.
- The AASD is not responsible for damages to, loss of, or theft of personal computing devices. The District will investigate and refer unlawful acts to authorities.
- The AASD will not provide technical support for personal computing devices.
- Any damage to AASD technology or property due to the unauthorized use of personal computing devices will become the liability of the owner of the device.
- Administrators and professionals may confiscate personal computing devices while on District property if they have reasonable suspicion that the use of these items is in violation of policy or disruptive to the educational environment.
- Confiscated personal computing devices may be subject to search.

Acceptable uses of personal computing devices are those which support the educational mission of the AASD. Users are subject to all of the guidelines of this policy and its procedures. Use of personal computing devices that is unacceptable at all times includes, but is not limited to:

- Physically connecting personal computing devices to the AASD wired network.
- Tampering with, damaging, or modifying District technology with the use of a personal computing device.
- Using personal computing devices in such a way as to disrupt the use of District technology by other users.
- Disrupting any educational environment including, but not limited to: classes, study hall, library, assemblies, field trips, and co-curricular activities.

Grades 7 – 12 ~ One-to-One (1:1) Device Program

The AASD is loaning middle and high school students a computing device for educational purposes during the academic year. The AASD will hold the legal title to the computing device and all accessories. Right of possession and use is limited to and conditioned upon full and complete compliance with all AASD student school handbooks and Board policies and procedures including, but not limited to: 363, 443.5, 492, and 443.92. The AASD does not guarantee that its technology resources will be uninterrupted or error-free. Access to the network is provided on an “as is” basis without warranties of any kind. In the event that the network is down, neither the AASD, nor any of its agents or employees will be responsible for lost or missing data.

Consequences

Consequences for non-compliance with District policy as well as procedures in the handbook include disciplinary actions and financial responsibilities. Any failure to comply with policy may immediately end the student’s right to access the computing device, or other devices or services. The student may also be subject to disciplinary action as set forth in the school’s student handbooks and AASD Board policy. The AASD cooperates fully with local, state, and federal law enforcement in the investigation of all computer-related crimes.

Appendix A - General Public Acceptable Use Policy Agreement

The following conditions must be agreed to by clicking accept on this entry screen before accessing the District network and its resources. The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.

Users must:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not distribute private information about others or themselves.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - Conserve, protect, and share these resources with other students and Internet users.
3. Respect and protect the intellectual property of others.
 - Not infringe copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.

4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomfoting materials to a teacher.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Consequences for Violation:

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring:

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Appendix B – Pre K-6 Student Bring Your Own Device – Family Permission

Student Name _____ Grade _____ Birth Date _____
 Parent/Guardian Name _____
 Address _____ City _____ State _____
 Zip _____ Email _____ Home Phone _____

Families may choose to allow their students to use personal computing devices for instructional use in the Appleton Area School District (AASD) to access school related information offered over the District's wireless network. The individual student will have limited (filtered) network and internet access on campus. However, the undersigned must understand the following:

1. THE PARENT/GUARDIAN AND STUDENT IS RESPONSIBLE FOR RISK OF PROPERTY DAMAGE, LOSS, OR THEFT due to negligence of the student while in, about, or upon the premises of the AASD and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the AASD.
2. THE STUDENT AGREES TO use the personal computing device in accordance with all District policies as indicated within the school handbook. Any misuse of equipment may lead to possible enforcement of penalties depending on severity of misuse.

I HAVE READ AND UNDERSTAND THIS DOCUMENT.

Parent/Guardian Name _____ Date _____
 Parent/Guardian Signature _____

❖ Internet Safety Policy (CIPA) ~ Board Approved Policy 363.3, May 2006

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

Introduction

It is the policy of the AASD to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent possible, practical steps shall be taken to promote the safety and security of users of the AASD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the AASD staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

❖ Field Trips, Co-Curricular Trips, and Excursions ~ Board Approved Policy 352, March 2004

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/300s/

The Board recognizes that a dynamic instructional program will cause professional staff to look beyond the confines of the traditional classroom environment for opportunities to enhance student learning. However, before trips are considered, professional educators are encouraged to consider program expansion through proper utilization of films, tapes, speakers and similar kinds of activities, which bring the desired resource into the classroom. Trips of significant educational value shall be permitted. To be educationally beneficial, a trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experiences during and after the trip. Trips of significant recreational value shall be permitted under special circumstances.

Consideration must be given to the effect the trip will have on other classes, school programs, and activities. The financial implications of field trips must be considered.

Field trips shall be planned and approved in accordance with established procedures.

- Teachers must inform parents using the Field Trip Information Form detailing aspects of trip and including purpose of this field trip, benefits to be derived from this experience, and cost.
- No students will be excluded from a field trip for economic reasons.
- The teacher will review acceptable standards of conduct with the students in advance of the trip. All school and District conduct policies and rules will apply to students participating in field trips and excursions. Students who have exhibited unruly behavior in the past that may cause safety concerns for themselves or others may be excluded from the trip.

❖ Guidelines for Parties/Celebrations/Movies & TV

Elementary School Students:

- Classrooms can have 3 – 5 parties/celebrations per school year.
- Purpose and rationale for parties/celebrations will be communicated in a clear and timely fashion to parents.
- Parties/celebrations will not advance one set of religious beliefs over another.
- Only G-rated films/Y and G-rated TV programs will be used without parent/guardian permission. PG-rated films/Y7 and PG-rated TV programs will only be used with principal approval and parent/guardian permission.
- Teachers must preview content prior to showing any movie or TV program in school.
- Reasonable use of movies and TV programs is expected. Movies and TV programs will have educational value and be tied to AASD curriculum.
- Teacher will be responsible to provide an appropriate "opt-out" activity if the child is not permitted to see the film or TV program.

Middle School Students:

- Opportunity field trips (those that occur outside the school day) and overnight camps are optional and students may choose whether or not to participate.
- An end of year reward/celebration trip (non-academic) may be planned if the time, commitment and or cost of the event are not prohibitive.
- Only G-rated films/Y and G-rated TV programs will be used without parent/guardian permission. PG and PG-13 rated films/Y7, PG, and TV-14 rated TV programs will only be used with principal approval and parent/guardian permission.
- Teachers should preview content prior to showing any movie or TV program in school. Teachers are encouraged to use only those sections of the movie or TV program that are applicable to the curriculum.
- Learning activities will be provided for each movie and TV program.
- Reasonable use of movies and TV programs is expected. Movies and TV programs must have educational value and make a connection to the AASD curriculum.
- Movies and TV programs may also be used for team reward activities as long as they meet the above rating guidelines.

❖ **Emergency School Closure**

Information: http://www.aasd.k12.wi.us/families/school_closure_info

In the event of bad weather, dangerous road conditions, school emergencies, school closings, delays in starting the school day, or early school dismissals, important information may be announced on local radio and TV stations. The AASD uses local radio and TV stations to inform families of such schedule changes as quickly as possible.

Please avoid calling District or school offices during such emergency situations. This seriously disrupts our phone lines and makes it difficult to make vital out-going calls.

The District's website will show an emergency closure message banner on the top of the screen. All neighborhood school websites will also show an emergency closure message banner at the top of the screen. In addition, electronic notification (email, text, and/or robo call) to parents will be made based on the notification preferences selected by parents.

❖ **Photographing and Videotaping in the Schools** ~ *Board Approved Policy 492-Rule, May 2006*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

State and federal laws safeguard students and their families against the release of student information used by schools or provided by schools to parties external to the school district. Films, videotapes, photographs, and web-based images of students in the schools are subject to the provisions of these laws.

The Appleton Area School District shall observe measures intended to protect students from their involvement in films, videotapes, photographs, or web pages to which they or their parents may reasonably object. The following procedures shall be implemented when students are being filmed, videotaped, or photographed for the newspaper or the web in the schools:

1. No videotaping, filming or photography will occur in private places (e.g., restrooms, locker rooms, and offices) where intrusion upon the privacy of a student of a nature highly offensive to a reasonable person may occur.
2. Representatives of the press/media will be expected to obtain permission from the Superintendent or his/her designee prior to interacting with staff or students on school property for any purpose. No other staff on site will be permitted to authorize on-site activities of this nature.
3. Parental consent shall not be required when a film or videotape will not leave the School District and it is only viewed by District staff.
4. Consent will not normally be required when stock footage of large groups of students, e.g. classroom groups, hallway shots, sporting events, etc., is being taped.
5. Advanced consent shall be obtained from parents or guardians of children when:
 - a. The film or tape will be taken from the Appleton Area School District either physically or by transmission.
 - b. The film or tape will be viewed by persons who are not professionally responsible for the specific setting (i.e., those other than District staff, a student teacher, or a student teacher supervisor).
6. When parental consent is required and some parents or guardians object to filming their children, the person making the film or tape will specifically avoid filming of the student(s) whose parents object or edit the film to delete those children from it.
7. Individual students will be allowed to exclude themselves from classroom shot(s) if they choose to do so.
8. Parents/guardians will have opportunity to exclude the photographing and/or videotaping of their children when footage will leave the District.

❖ **Locker Room Privacy** ~ *Board Approved Policy 443.92, January 2009*

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

School locker rooms are provided for the use of physical education students, athletes and other activity groups or individuals authorized by the building principal or Board of Education policy. The District recognizes the privacy rights of individuals using school locker rooms and shall take reasonable measures to protect an individual's privacy.

- Under no circumstances may cameras, video recorders or other recording devices be used in the locker room. Also, no person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.
- No media representatives or other individuals (e.g., college scouts) are allowed access to locker rooms before, during or after any school athletic event or practice. Coaches and student athletes may be available for interviews at an alternate location outside the locker rooms, consistent with district policy and school rules.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law.

The building principal or designated locker room supervisor, as applicable, shall be responsible for enforcing this policy.

This policy shall be published annually in all student handbooks and posted at the entrance to each locker room in the district.

❖ **Open Enrollment and Student Transfer Guidelines** ~ *Information Extracted from the Board*

Approved Policy Public School Open Enrollment 423 and 423-Rule, February 2018

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Information: http://www.aasd.k12.wi.us/families/open_enrollment

The Appleton Area School District shall allow nonresident students residing within the State of Wisconsin to attend school full time or part time within the AASD, and resident students shall be permitted to attend school in other districts (inter-district). The process for nonresident parents to submit open enrollment applications takes place from the first Monday in February until 4:00 PM on April 30. The parent of a pupil may apply for open enrollment at another time period other than the February to April time period if the pupil meets one of the criteria (refer to Board policy 423).

The AASD shall continue open enrollment among the schools within the AASD boundaries (intra-district). The intra-district open enrollment process takes place in January with a deadline of February 1.

Once accepted as an open enrolled student, the student may transition to the same middle and high school as their attendance area peers. If the elementary or middle school student is transferring to a middle or high school which transitions to more than one school, then the student will be afforded a choice of schools.

Students who are approved through the open enrollment process are not required to reapply for open enrollment. These students are assured continued enrollment regardless of space availability unless they commit a violation of school rules, which equals an expellable offense, or if determined to be habitually truant. Students attending under a tuition waiver and who apply for open enrollment will be accepted unless they have been found to be habitually truant in the AASD during any semester of attendance in the current or previous school year. The AASD, at its discretion, may reject their open enrollment application for this reason.

Family Move-To Outside the District

When a family moves from within the Appleton Area School District to outside the Appleton Area School District (inter-district), students may continue to attend the school where they are currently enrolled if they qualify for a Tuition Waiver (obtain from school office). Students who qualify for a Tuition Waiver (Remainder of Current School Year, Additional Year, Current Year/Additional Year, or Current Year Permissive) are entitled to continue their enrollment through the waiver period. However, they are required to apply for open enrollment at the next possible time (February through April each year) that the application process is available to remain in the District for the present school year and beyond. Those students attending under a Tuition Waiver agreement will have their applications approved for open enrollment. They will be assured continued enrollment unless they commit a violation of school rules, which equals an expellable offense.

Family Move-Within the AASD

When a family move occurs within the AASD (intra-district), students may continue to attend the school where they are currently enrolled even though their residence has changed to another AASD attendance area. Students can then transition through the same elementary, middle, and high school as their attendance area peers without having to apply through the District's Open Enrollment process. Essentially, a student maintains his/her original "home" school status throughout the elementary, middle, and high school grades no matter how many moves occur within the AASD. However, if a student enrolls at the new school at the time of the move or any time thereafter, the new school then becomes the "home" school for the student.

When a family move occurs from one AASD attendance area to another AASD attendance area and the student wants to remain at their original school, notify your school office about your address change or update on Infinite Campus.

Special Transfer Requests

Open Enrollment: Appleton Area School District Public School Open Enrollment Board Policy 423 and 423-Rule will be followed.

Medical Requests: Requests will be considered when a letter from a physician or psychologist is received.

Special Requests Outside of Open Enrollment Process: A written request must be submitted to the Attendance & Enrollment Office stating the reason for the request and why enrolling in a different school is in the best interest of the student. The request should also include the student's name, the name of school and grade in which the student is currently enrolled, and contact information. Once a decision is made, the parent/guardian and the schools involved will be notified in writing.

❖ **Student Attendance Guidelines** ~ *Information Extracted from the Board Approved Policy Student*

Attendance and Truancy, #430 and 430-Rule, September 2019

Policy: http://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s/

Information: <http://www.aasd.k12.wi.us/families/attendance>

Student Absences

The primary responsibility for regular school attendance of a student rests with the student's parent/guardian.

Excused Absences

All excused absences require that parent/guardian verification be provided to the school attendance officer or designee in advance of the absence or prior to re-admittance to school.

A parent/guardian may request that a student be excused from school attendance prior to an absence occurring. The request shall be made in writing or via phone contact with the school followed by a written request to the school. The student may be excused by the parent/guardian under this

provision for not more than 10 days in the school year (the 10 days includes excused absences due to intermittent illness). A student will be considered absent for a full day if they are gone more than two-thirds of a school day or combination of excused absences cumulating to more than two-thirds of a day. Absences include but are not limited to the following:

- Appointments that cannot be scheduled outside of the school day.
- A court appearance or other legal procedure that requires the student's presence.
- A death in the immediate family or funerals for relatives or close friends.
- Attendance at special events of educational value such as college visits, job fairs, etc.

The Board of Education delegates discretion to administration to grant excusals for an emergency in the family or unique circumstances that require the absence of the student because of family responsibilities not to exceed 20 school days.

The school attendance officer or designee is authorized to approve an excused absence for any student for the following reasons:

- Evidence that the student is not in proper physical or mental condition to attend school. The District may request the parent/guardian to obtain a written statement from a physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner residing in the State and listed in the Christian Science Journal as proof of the physical or mental condition of the student. Such excuse shall be in writing and shall state the period of time, which shall not exceed 30 school days. Absences beyond 30 school days require another written statement. It is suggested that a parent/guardian use the District document titled Medical Excuse Form.
- An emergency in the family, unique circumstance or other crisis that requires the absence of the student because of family responsibilities not to exceed 20 school days.
- Religious holidays.
- A quarantine imposed by a public health officer or the Board of Education's Communicable Disease Policy.
- A suspension from school (in-school or out-of-school suspensions).
- Approved school activities during class time.
- A student who serves as an election official if the student has a grade point average of 3.0 or higher.
- Special circumstances that show good cause and which are approved by the school attendance officer or designee.

A student's truancy, discipline or school achievement problems, or disabilities as described in Wisconsin statute 115.76, may not be reason for the school attendance officer or designee to excuse a student from attending school.

Truancy

Truancy means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of Wisconsin State Statute 118.15.

Habitual Truancy

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

Truancy Plan

Following are the procedures to be followed for notifying the parents or guardians of the unexcused absences of habitual truants under Wisconsin State Statute 118.16(2)(cr) and for meeting and conferring with such parents or guardians.

- A. The school attendance officer:
Shall notify the parent or guardian of a student who is a habitual truant, by first class, registered or certified mail, when the student initially becomes a habitual truant. The notice shall include all of the following:
1. A statement of the parent's or guardian's responsibility, under Wisconsin State Statute 118.15(1)(a), to cause the student to attend regularly.
 2. A statement that the parent, guardian, or student may request program or curriculum modifications for the student under Wisconsin State Statute 118(1)(d) and that the student may be eligible for enrollment in a program for student at risk under Wisconsin State Statute 118.153(3).
 3. A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.

A notice statement regarding any other rights or potential obligations as required by Wis. Stats. Sec. 118.15.

The letter of notice, with explanation of rights, which is to be used can be found in Policy #430 – Exhibit (1).

After the notice required above has been given, the parent or guardian of the habitual truant shall be notified of the habitual truant's unexcused absences {as provided in the plan under Wisconsin State Statute 118.162(4)(a)}.

- B. Plans and procedures for identifying truant students of all ages and returning them to school, including the identity of school personnel to whom a truant student shall be returned.
1. A parent, a guardian, or an adult student may request an excused absence from the principal or his/her designee.
 2. Truant students shall be returned to the school principal or his/her designee.
 3. The school principal or his/her designee shall be responsible for the administration of this Truancy Plan.
- C. Methods to increase and maintain public awareness of and involvement in responding to truancy within the District:
- Publishing policies, procedures, articles, etc. on truancy in the school handbook and in the District newsletter.
 - Promoting active public relations campaigns stressing the importance of school attendance.

- Encouraging positive reinforcers for good attendance.
 - Meeting with representatives of the business community to promote hiring policies, which require graduation from high school.
 - Collaborating with families, community partners, and agencies.
- D. The immediate response to be made by school personnel when a truant student is returned to school.
1. A meeting be held with the parent or guardian or adult student to comply with 118.16 (5) (a). Consider options that may support the student's needs such as:
 - Attendance in another District school
 - Children At-Risk Program (i.e., alternative programs)
 - Modification of academic program (i.e., mentoring, check-in/out, social/academic intervention groups)
 - Work-study or work-training
 - Student Assistance Program (SAP)
 - Homebound instruction when student qualifies
 - Contracting with education services providers
 2. Ensure compliance with 118.16 (5) (d) has occurred or make appropriate referral for such evaluation.
 3. Document the above in the student's record.
- E. Methods to involve the truant student's parents or guardian in dealing with and solving the student's truancy problem.

The District will comply fully with 118.16(2)(c)(cg), (4)(d), (5)(a). The District and Human Services agencies will consider offering the following services to solve the student's truancy problem:

- Parent education programs for parents and truant
- Family support groups
- Family-based services
- Consider other community resources

Open Enrolled Student – Habitually Truant

Before the District may prohibit a student open enrolled from another school district from attending the District in a succeeding semester or school year under 118.51(11), Stats., the District shall do all of the following:

1. Provide the following notifications to the parent and the student when the student enrolls in the District:
 - a. The Board of Education's Student Attendance policy.
 - b. The open enrollment consequences of habitual truancy.
 - c. A clear explanation of what constitutes truancy, including what constitutes "part of a school day."
 - d. A description of the notifications, including the manner of delivery, a parent will receive when a student is absent, is truant, or is habitually truant. Each notification shall inform the parent/guardian that the student's open enrollment may be terminated if the student is habitually truant.
 - e. How and where the parent/guardian can view the student's attendance record.
2. Each notification provided under 118.16(2), Stats., shall notify the parent/ guardian or student of the consequences of habitual truancy on open enrollment.
3. Provide the parent/guardian and student with a list of all unexcused absences and truanicies that resulted in the Board's proposed action to prohibit the student's attendance in a succeeding semester or school year.
4. Allow the parent/guardian or student to explain why they believe there was any error in marking an absence as truancy, using the process described in the Board's policy.

Appeals to Open Enrollment Decisions Made Based on Habitual Truancy or Virtual Charter Student's Failure to Participate

A nonresident student's parent/guardian may appeal to the DPI a rejection of the student's full-time open enrollment in the District based on the student's habitual truancy or a transfer back to the resident school district based upon the failure to participate.

Virtual School Attendance

Wisconsin Compulsory School Attendance statutes and the Student Attendance Policy apply to students enrolled part-or full-time in the District's virtual schools and/or classes. Attendance is monitored and recorded by the attendance officer or designee. The student handbook for each respective virtual school further delineates attendance and participation requirements.

Tardiness

Guidelines and criteria previously described for determining if an absence is excused or unexcused apply to students who are tardy. A determination as to the classification of a tardy is the responsibility of the school attendance officer or designee. A pattern of tardiness on the part of any student shall be brought to the attention of the student's parent/guardian. If it appears that the student is negligent with being at school/class on time, appropriate disciplinary action shall be taken.

Depending upon the frequency and amount of school missed, tardiness may be classified as an unexcused absence and therefore reportable as truancy or habitual truancy. Guidelines regarding tardiness are established for each level in the District and communicated with students and parents/guardians through publications such as the Student Handbook.

Suspensions from School

Suspensions from school are excused absences. During a period of suspension, a student shall not be on the school campus or at any school activity. When a parent/guardian/legal custodian has a meeting with an administrator, the student may be present.

Make-Up Assignments, Examinations, Grading, and Credit

All students with excused and unexcused absences shall be given the opportunity to make up examinations and work missed in accordance with the guidelines outlined below. Credit in a course or subject shall not be denied solely because of a student's excused or unexcused absence from

school. Districts are required to specify the conditions under which a student may be permitted to take examinations missed during absences. They are also required to specify conditions under which a suspended student will be permitted to complete course work, and take any quarter, semester or grading period examinations. These District guidelines follow:

Excused Absences

- Students who are absent from school for reasons that are determined to be excused by the school attendance officer or designee shall be given the opportunity to make up work missed when they return to school. It is the student's or parent's/guardian's responsibility to contact the teacher to make arrangements for making up work missed during an absence from school. The respective teacher shall identify make-up work. If any question arises as to the appropriateness, feasibility of making up a particular assignment or timelines, the teacher shall discuss with the building principal the extent to which make-up work or substitute assignments are possible.
- Students who are absent from school with the prior written permission of their parent/guardian are also required to make up work missed during the absence. The arrangements for making up course work and examinations shall be the same as for other excused absences.
- Examinations missed during an excused absence shall be taken within a reasonable time from the date of the absence. Students can be expected to complete an examination upon the day of their return, especially if it was a one or two day absence.

Unexcused Absences and Suspensions

All students with unexcused absences and suspensions shall be given the opportunity to make up work and examinations missed in accordance with the following guidelines:

- Credit in a course or subject shall not be denied solely because of a student's unexcused absence or suspension from school.
- Students with unexcused absences or suspensions occurring during the time of major examinations (quarter, semester, or grading period) shall be permitted to take such examinations if course credit is at risk. The examination make-up date shall be determined by the teacher with approval of the principal. Students in this circumstance may be expected to make up the exam on the day of return.
- Students with unexcused absences or suspensions will be given one day to complete class work missed, examinations excepted, for each day or period of absence. If the work is not turned into the teacher within this established timeline, then the student may not receive credit for the work. Extensions to this timeline may be granted by the principal.
- Students with unexcused absences or suspensions may be assigned a supervised, directed study program to make up assignments and take examinations.

Contagious Disease and Immunizations

Students who have communicable diseases as defined by the Department of Public Health, and students who do not have their required immunizations or waivers for same may be excluded from school in accordance with state law and Board of Education policies. Students will not be permitted to return to school until medical clearance is provided.

Communicable Diseases that commonly are associated with school exclusion include rubeola (red measles), parotitis (mumps), varicella (chicken pox), pertussis (whooping cough), rubella (German measles) or Hepatitis.

Religious Instruction

With the written permission of the parent/guardian, students may be absent from school for at least 60 minutes but not more than 180 minutes per week to obtain religious instruction outside the school during required school attendance. Permission to be absent may be withdrawn if the student does not attend the religious instruction.

Eighteen Year Old Students

When a student attains the age of eighteen years, the rights accorded to the parent/guardian transfer from the parent/guardian to the student. Students are no longer required by law to attend school. However, all students who choose to continue in school must follow all attendance policies. All written and verbal communication regarding attendance policy violations will continue to include the parent/guardian unless the adult student specifically requests their exclusion in writing to the principal.