

**ROSENDALE-BRANDON SCHOOL DISTRICT
POLICY BOOK
TABLE OF CONTENTS**

POLICY 110 - EDUCATION PHILOSOPHY AND OBJECTIVES	9
POLICY 113 – NONDISCRIMINATION IN DISTRICT PROGRAMS, ACTIVITIES AND OPERATIONS	10
RULE 113 – DISTRICT RESPONSE TO ALLEGED SEXUAL HARASSMENT UNDER TITLE IX	15
POLICY 131 - SCHOOL BOARD ELECTIONS	29
POLICY 131.1 - BOARD MEMBER QUALIFICATIONS	30
POLICY 131.2 - BOARD MEMBER OATH OF OFFICE	31
POLICY 132 - BOARD MEMBER RESIGNATIONS/REMOVAL FROM OFFICE	32
POLICY 133 - FILLING BOARD VACANCIES	33
POLICY 151 - BOARD POLICY DEVELOPMENT	34
POLICY 151.1 - POLICY REVIEW AND EVALUATION	35
POLICY 151.2 - POLICY DISSEMINATION	36
POLICY 151.3 - ADMINISTRATION IN POLICY ABSENCE	37
POLICY 151.5 - POLICY COMMITTEE DUTIES	38
POLICY 151.6 - POLICY ADOPTION	39
POLICY 161 - BOARD MEMBER AUTHORITY AND RESPONSIBILITIES	40
POLICY 171.1 - PUBLIC NOTIFICATION OF BOARD MEETINGS	42
POLICY 171.2 - AGENDA PREPARATION AND DISSEMINATION	43
POLICY 172 - SPECIAL BOARD MEETINGS	44
POLICY 174 - ELECTION OF BOARD OFFICERS	46
POLICY 185 - BOARD COMMITTEE DETERMINATION	47
POLICY 185.1 - BOARD STANDING COMMITTEES	48
POLICY 186 - PUBLIC PARTICIPATION AT BOARD MEETINGS	49
POLICY 187 - SUGGESTED CITIZEN COMPLAINT PROCEDURES	51
POLICY 191 - RECOGNITION FOR ACCOMPLISHMENT, EMPLOYEE RECOGNITION	52
POLICY 194 - EXPRESSION OF SYMPATHY FOR ILLNESS OR DEATH	53
RULE 194 - IMPLEMENTATION PROCEDURES FOR THE EXPRESSION OF SYMPATHY FOR ILLNESS OR DEATH POLICY	53
POLICY 321 - SCHOOL CALENDAR	54
POLICY 322 - SCHOOL DAY	55
POLICY 323 - SCHOOL CEREMONIES AND OBSERVANCES	56
POLICY 323.1 - SPECIAL OBSERVANCE DAYS	57
POLICY 323.2 - PATRIOTIC OBSERVANCE DAYS	58
POLICY 323.3 - HOLIDAY OBSERVANCES	59
POLICY 333 - PARENT ACCESS TO THE CURRICULUM AND INSTRUCTIONAL MATERIALS	60

POLICY 333.1 - PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES	61
POLICY 341.1 - ART INSTRUCTION	63
POLICY 341.3 - MUSIC INSTRUCTION	64
RULE 341.3 - INSTRUMENTAL MUSIC INSTRUCTION	65
POLICY 341.4 - HEALTH EDUCATION	66
POLICY 341.5 - PHYSICAL EDUCATION	67
POLICY 341.8 - PHILOSOPHY OF KINDERGARTEN	68
RULE 341.8 - THE GOALS OF ROSENDALE-BRANDON KINDERGARTEN	69
POLICY 341.21 - REMEDIAL READING	70
POLICY 342.1 - PROGRAMS FOR STUDENTS WITH DISABILITIES	71
POLICY 342.5 - TITLE I PARENT INVOLVEMENT	72
RULE 342.5 - TITLE 1 - DISTRICT/PARENT/STUDENT/TEACHER COMPACT	73
POLICY 343.3 - REMEDIAL COURSEWORK TAKEN AT LACONIA HIGH SCHOOL FOR CREDIT	74
POLICY 343.4 - CREDIT FOR COURSE WORK TAKEN AT ACCREDITED INSTITUTIONS OF HIGHER EDUCATION	75
POLICY 343.21 - HIGH SCHOOL COURSE CHANGE POLICY STUDENT WITHDRAWAL FROM CLASSES	76
POLICY 343.45 - TECHNICAL COLLEGE COURSE PROGRAM ("Start College Now")	77
POLICY 343.46 - EARLY COLLEGE CREDIT PROGRAM	80
POLICY 345.1 - GRADING SYSTEMS	83
POLICY 345.1A - LACONIA HIGH SCHOOL WEIGHTED CLASSES POLICY	84
POLICY 345.1B - GRADE POINT CALCULATION	85
POLICY 345.4 – PROMOTION AND RETENTION OF STUDENTS	86
RULE 345.4 – PROCEDURES FOR PROMOTION AND RETENTION OF STUDENTS	89
Exhibit - 345.4 (A)	92
Exhibit - 345.4 (B)	94
POLICY 345.6 - GRADUATION POLICY	95
POLICY 345.7 - ROSENDALE-BRANDON 4 TH AND 8 TH GRADE PROMOTION	96
Exhibit 345.7 - Grade Advancement Policy	98
POLICY 345.8 - GRADES FIVE, SIX, SEVEN PROMOTION POLICY	99
POLICY 345.11 - CLASS RANK	100
POLICY 345.12 - CREDIT APPROVAL AND TRANSCRIPT RECORDING	101
POLICY 345.13 - EIGHTH GRADE STUDENTS TAKING HIGH SCHOOL CLASSES	102
POLICY 345.41 - ACCELERATION POLICY	103
Exhibit 345.41 - GIFTED EDUCATION ACCELERATION PROCEDURE FLOWCHART	104
POLICY 345.62 - COMMENCEMENT CEREMONIES	106
POLICY 346 - TESTING PROGRAMS	107
POLICY 346.1 - COMPETENCY-BASED TESTING	108
RULE 346.1 - COMPETENCY-BASED TESTING POLICY GUIDELINES	111

POLICY 347 - NOTICE OF STUDENT RECORDS	117
RULE 347 - JOB DESCRIPTION "KEEPER OF THE RECORDS"	125
Exhibit 347(1) - Parent Letter Regarding Authorization to Maintain Student Records	132
Exhibit 347(2) - AUTHORIZATION FOR MAINTENANCE OF PUPIL RECORDS	134
Exhibit 347(3) - Parent Request to Review Pupil Records	135
Exhibit 347(4) - Pupil Record Review Record	136
Exhibit 347(5) - Pupil Record Checkout	137
Exhibit 347(6) - PUPIL RECORDS INFORMATION RELEASE	138
POLICY 352 - FIELD TRIPS – DISTRICT SPONSORED	139
POLICY 352.1 - SINGLE DAY SENIOR CLASS TRIP	140
POLICY 362 - SELECTION POLICY & CHALLENGED MATERIAL PROCEDURE	141
Appendix A - Request for Reconsideration of Instructional Materials	144
Appendix B - Review Committee's Reconsideration of Instructional Material Checklist	146
Library Bill of Rights	147
POLICY 362.1 - INTERLIBRARY LOAN Appendix M	148
POLICY 363.2 - INTERNET SAFETY	149
POLICY 363.3 - TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS	151
POLICY 363.4 - CREATING AND PLACING WEB PAGES BY STAFF	153
POLICY 364 - SCHOOL COUNSELING PROGRAM	155
POLICY 371 - STUDENT CLUB/ORGANIZATIONS	156
POLICY 373 - LACONIA HIGH SCHOOL STUDENT DANCES	157
POLICY 373.1 - STUDENT DANCES FOR MIDDLE SCHOOL STUDENTS	158
POLICY 373.2 - EXCHANGE OF GIFTS	159
POLICY 373.3 - TREATS FOR STUDENTS	160
POLICY 374 - DISTRICT APPROVED FUNDRAISING ACTIVITIES	161
POLICY 374.1 - CROWDFUNDING POLICY	163
POLICY 376.1 - CLASS GIFT AND CLASS REMAINING BALANCES	165
POLICY 377 - INTERSCHOLASTIC ATHLETICS – TEAM SIZE REQUIREMENTS	166
POLICY 377.1 - STATE ATHLETIC TOURNAMENT ATTENDANCE	168
POLICY 377.1A - BAND AND DANCE TEAM TOURNAMENT GUIDELINES	170
POLICY 377.1B - TOURNAMENT BUSSING GUIDELINES	171
POLICY 377.2 - MIDDLE SCHOOL INTERSCHOLASTIC/ATHLETIC PROGRAMS	172
POLICY 377.3 - SQUAD LIMITATIONS	173
POLICY 377.4 - SPORTS SCHEDULING	174
POLICY 379 - CONVENTIONS, STUDENT-NATIONAL	175
POLICY 383 - ANIMALS IN THE SCHOOL	176
RULE 383 - PRE-K-12 GUIDELINES FOR THE USE OF ANIMALS IN THE CLASSROOM	177

POLICY 411 - STUDENT NONDISCRIMINATION (EQUAL EDUCATIONAL OPPORTUNITIES)	180
RULE 411 - STUDENT DISCRIMINATION COMPLAINT PROCEDURES	182
POLICY 411.1 - ANTI-BULLYING AND ANTI-HARASSMENT	185
RULE 411.1A - REPORTING BULLYING/HARASSMENT (Students, Parents, Non-Employees)	188
RULE 411.1B - REPORTING BULLYING/HARASSMENT (Expectations / Procedures for Employees)	189
RULE 411.1C - RESPONDING TO REPORTS OF BULLYING AND HARASSMENT INVOLVING STUDENTS	191
RULE 411.1D – BOARD GUIDELINES	195
POLICY 411.2 - BULLYING POLICY	200
POLICY 412.1 - FULL TIME STUDENT, DEFINITION OF	202
POLICY 420 - ADMINISTRATIVE PROCEDURES FOR THE ADMISSION OF HOME-BASED PRIVATE EDUCATION STUDENTS	203
POLICY 421 - ENTRANCE AGE	205
RULE 421(1) - EARLY ADMISSION TO KINDERGARTEN – PROCEDURES	206
Exhibit 421(1) - Early Entrance to Kindergarten - Sample Letter	207
RULE 421(2) - EARLY ENTRANCE TO KINDERGARTEN CRITERIA	208
Exhibit 421(2) - EARLY ENTRANCE TO KINDERGARTEN INTERVIEW FORM	209
RULE 421(3) - EARLY ENTRANCE TO FIRST GRADE	212
Exhibit 421(3) - Early Entrance to Four Year Old Kindergarten - Sample Letter	213
RULE 421(4) - EARLY ADMISSION TO FOUR YEAR OLD KINDERGARTEN – PROCEDURES	214
Exhibit 421(4) - EARLY ENTRANCE TO FOUR YEAR OLD KINDERGARTEN INTERVIEW FORM	215
RULE 421(5) - EARLY ENTRANCE TO FOUR YEAR OLD KINDERGARTEN CRITERIA	218
POLICY 422 - SCHOOL ADMISSION	219
POLICY 424 - ADULT ADMISSION TO HIGH SCHOOL	220
POLICY 425 - INTER-DISTRICT OPEN ENROLLMENT	221
RULE 425.1 - ANNUAL DETERMINATIONS OF SPACE AVAILABILITY	226
POLICY 426 - PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH	234
POLICY 431 - SCHOOL ATTENDANCE AND TRUANCY	236
Addendum 431 - Truancy	239
POLICY 433 - INTRA-DISTRICT LIMITED OPEN ENROLLMENT REQUESTS	241
POLICY 433.5 - ASSIGNMENT OF GRADE 1-5 STUDENTS TO CLASSES/TEACHERS	242
Exhibit 433.5 - Request for Specific Teacher or Class Prior to Assignment	243
POLICY 443 - STUDENT CONDUCT	244
POLICY 443.1 - THE PROGRAM OF ASSISTANCE FOR ALCOHOL AND OTHER DRUG ABUSE	245
POLICY 443.2 - STUDENT ALCOHOL AND OTHER DRUG USE	246
POLICY 443.3 - STUDENT ALCOHOL AND OTHER DRUG USE POLICY VIOLATIONS	247
POLICY 443.5 - ELECTRONIC COMMUNICATION DEVICES	249
Exhibit 443.5 - Electronic Communication Device Permit	251
POLICY 443.7 - CYBER BULLYING	252

POLICY 443.9 - ACADEMIC HONESTY	253
POLICY 443.11 - STUDENTS (PRE-K-GRADE 3) NETWORK ACCEPTABLE USE	254
POLICY 443.12 - STUDENTS (GRADES 4-12) NETWORK ACCEPTABLE USE	255
Guideline 443.12 - SOCIAL MEDIA GUIDELINES FOR STUDENTS	257
Exhibit 443.12 - STUDENTS (GRADES 4-12) NETWORK ACCEPTABLE USE	258
POLICY 444 - SCHOOL-AGE PARENTS/MARRIED STUDENTS	259
POLICY 446 - STUDENT SEARCH AND SEIZURE	260
RULE 446 - PROCEDURES FOR SEARCH AND SEIZURE	261
POLICY 446.2 - CANINE SCHOOL CAMPUS SEARCH	262
POLICY 446.4 - CODE OF STUDENT CONDUCT	263
POLICY 447 - STUDENT DISCIPLINE	269
POLICY 447.3 - STUDENT DISCIPLINE, SUSPENSIONS AND EXPULSIONS	270
POLICY 447.11 - USE OF SECLUSION AND PHYSICAL RESTRAINT	271
RULE 447.11 - PROCEDURES FOR USING SECLUSION AND PHYSICAL RESTRAINT INTERVENTIONS	273
POLICY 448 - STUDENTS OF LEGAL AGE	277
POLICY 449 - STUDENT EXPRESSION	278
POLICY 451 - STUDENT INSURANCE – ACCIDENT	279
POLICY 453 - EMERGENCY NURSING SERVICE	280
RULE 453 - EMERGENCY NURSING SERVICE PROCEDURES	281
POLICY 453.4 - ADMINISTRATION OF MEDICINE TO STUDENTS	285
RULE 453.4 - PROCEDURES FOR THE ADMINISTRATION OF MEDICATION TO STUDENTS	286
Exhibit 453.4(1) – Medication Consent Form and Administration Record	290
Exhibit 453.4(2) - Medication Error Report Form	292
POLICY 453.5 - PHYSICAL EXAMS FOR STUDENTS	293
POLICY 453.31 - HEAD LICE PROCEDURE	294
RULE 453.31 - MANAGEMENT OF HEAD LICE IN SCHOOLS	295
Exhibit 453.31 - HEAD LICE TREATMENT VERIFICATION	298
POLICY 453.61 - STUDENTS WITH FOOD DISABILITIES	299
POLICY 454 - PROTECTIVE BEHAVIORS PROGRAM AND POLICY	301
POLICY 455.6 - STUDENT TRANSPORTATION TO AND FROM CO-CURRICULAR ACTIVITIES/EVENTS	306
POLICY 456 - SUICIDE PREVENTION POLICY	307
POLICY 460 - LOCAL STUDENT SCHOLARSHIPS	309
POLICY 461 - POLICY FOR SELECTING ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP RECIPIENTS	310
POLICY 462 - TECHNICAL EXCELLENCE SCHOLARSHIP (TES)	311
POLICY 511 - EQUAL OPPORTUNITY EMPLOYMENT AND NONDISCRIMINATION	313
RULE 511 - EMPLOYMENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES	316
POLICY 511.1 - EQUAL EMPLOYMENT OPPORTUNITY-HANDICAPPED	320

POLICY 512 - HARASSMENT BASED ON LEGALLY-PROTECTED STATUS	322
POLICY 515 - COMPLIANCE WITH TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972	324
POLICY 522 - EMPLOYEE ALCOHOL AND OTHER DRUG ABUSE	325
RULE 522 (1) - WORK GUIDELINES RELATING TO ALCOHOL AND OTHER DRUG USE BY EMPLOYEES	326
POLICY 522.5 - STAFF INVOLVEMENT IN POLITICAL ACTIVITIES	328
POLICY 522.7 - EMPLOYEE NETWORK ACCEPTABLE USE POLICY	329
GUIDELINE 522.7 - SOCIAL MEDIA GUIDELINES FOR FACULTY & STAFF	332
Exhibit 522.7 - EMPLOYEE NETWORK ACCEPTABLE USE POLICY	333
POLICY 522.8 - ONLINE FORUMS	334
POLICY 524 - GIFTS AND GRATUITIES FROM VENDORS	335
POLICY 524.1 - GIFTS FROM STUDENTS TO EMPLOYEES	336
POLICY 529 - EMPLOYMENT REFERENCE CHECKS	337
POLICY 535.3 - JOB SHARING (Professional Staff)	338
POLICY 537 - STAFF DEVELOPMENT	339
POLICY 538 - FORMAL OBSERVATION AND SUMMATIVE EVALUATION OF PROFESSIONAL STAFF	340
POLICY 539 - CERTIFIED STAFF DISCIPLINE	342
RULE 539.1 - ADMINISTRATIVE GUIDELINES FOR STAFF DISCIPLINE	344
POLICY 542.3 - BENEFITS FOR FULL TIME SUPPORT STAFF	346
POLICY 542.4 - TIME OFF FOR PART-TIME SUPPORT STAFF	348
POLICY 549 - STUDENT AIDE POLICY	349
POLICY 550 - STAFF TRANSPORTATION OF STUDENTS	350
POLICY 655.1 - FREE PASSES TO ATHLETIC EVENTS	351
POLICY 655.2 - ADMISSIONS – DISCOUNT FOR SENIOR CITIZENS	352
POLICY 655.3 - SEASON PASSES FOR ATHLETIC EVENTS	353
POLICY 661 - INVESTMENT OF SCHOOL DISTRICT FUNDS	354
PROCEDURE 661 - INVESTMENT OF SCHOOL DISTRICT FUNDS	355
POLICY 662.1 - STUDENT ACTIVITY FUNDS MANAGEMENT	360
POLICY 662.3 - FUND BALANCE POLICY	361
POLICY 665 - FRAUD PREVENTION AND REPORTING	362
POLICY 667 - SUSPENSION AND DEBARMENT	363
POLICY 672 - PURCHASING	364
POLICY 673 - PRE-PAYMENT OF VOUCHERS	365
POLICY 690 - SCHOOL PROPERTIES DISPOSAL	366
POLICY 695 - PHOTOCOPY FEES	367
POLICY 720 - LONG RANGE PLANS FOR SAFE AND HEALTHFUL SCHOOL FACILITIES	368
RULE 720 - LONG RANGE PLANS FOR SAFE AND HEALTHFUL SCHOOL FACILITIES	369
POLICY 720.1 - SAFE AND HEALTHFUL SCHOOL FACILITIES FOR HANDICAPPED PERSONS	371

POLICY 723 - EMERGENCY PLANS	372
POLICY 723.3 - EMERGENCY SCHOOL CLOSINGS	373
POLICY 723.5 - AUTOMATIC EXTERNAL DEFIBRILLATOR	374
POLICY 731 - ACCESS BADGE AND KEY ISSUANCE	375
POLICY 731.1 - VANDALISM	376
POLICY 737 - LOCKER ROOM PRIVACY	377
POLICY 751 - UNUSUALLY HAZARDOUS TRANSPORTATION	378
POLICY 751.1 - SCHOOL BUS STOPS ON DEAD END ROADS	379
POLICY 751.2 - SCHOOL BUS/VAN SAFETY PROGRAM	380
POLICY 751.2A - ACCIDENT OR BUS/VAN BREAKDOWN PROCEDURES	381
POLICY 751.5 - TRANSPORTATION BY PRIVATE VEHICLE	382
RULE 751.5A - PROCEDURES FOR APPROVED DRIVER TRANSPORTING STUDENTS BY PRIVATE VEHICLE	383
RULE 751.5B - PARENTAL CONSENT FOR TRANSPORTATION BY VEHICLE	384
RULE 751.5C - REQUEST FOR TRANSPORTATION BY PRIVATE VEHICLE	385
POLICY 751.6 - VAN/BUSSING - OF 4K, 5K, AND EARLY CHILDHOOD STUDENTS	386
POLICY 751.7 - VILLAGE BUS/VAN TRANSPORTATION	387
POLICY 751.8 - VAN / BUS TRANSPORTATION SPECIAL REQUEST	388
POLICY 751.21 - RECORDING/CAMERAS ON BUS	389
POLICY 760 - FOOD SERVICE MANAGEMENT	390
POLICY 763 - NEGATIVE FOOD SERVICE STUDENT BALANCES	391
POLICY 771.1 - APPENDIX L COPYRIGHT POLICY	392
POLICY 790 - DISTRICT WELLNESS	393
POLICY 810 - SCHOOL-COMMUNITY RELATIONS	396
POLICY 811.1 - PARENT INVOLVEMENT	397
POLICY 823 - ACCESS TO PUBLIC RECORDS	398
Exhibit 823 (1) - ACCESS TO PUBLIC RECORDS NOTICE TO EMPLOYEES	399
Exhibit 823 (2) - PROCEDURES FOR ACCESS TO PUBLIC RECORDS	400
POLICY 824.4 - DIRECTORY DATA/INFORMATION	402
POLICY 824.41 - REQUEST TO WITHHOLD DIRECTORY DATA/INFORMATION	403
POLICY 830 - USE OF SCHOOL FACILITIES	404
RULE 830 - BUILDING USAGE RULES AND PROCEDURES	405
POLICY 831 - PUBLIC CONDUCT ON SCHOOL PROPERTY	407
POLICY 831.1 - TOBACCO FREE SCHOOLS	408
POLICY 831.2 - WEAPONS ON SCHOOL PREMISES	410
POLICY 835 - SCHOOL WEBSITE ACCESSIBILITY	411
POLICY 836 - ROSENDALE-BRANDON SCHOOL EQUIPMENT REQUEST	413
POLICY 837 - USE OF LACONIA HIGH SCHOOL AUDITORIUM	415

Exhibit 837 (1) - APPLICATION FOR USE OF LACONIA HIGH SCHOOL AUDITORIUM	416
POLICY 838 - DRONES/UAVs AT ROSENDALE-BRANDON SCHOOL DISTRICT	417
POLICY 839 - COMMUNITY MEMBERS NETWORK ACCEPTABLE USE	419
POLICY 840 - PUBLIC GIFTS TO THE SCHOOLS	422
POLICY 851 - ADVERTISEMENT SIGNS ON ATHLETIC FIELD FENCES	423
POLICY 860 - VISITORS TO THE SCHOOL	424
POLICY 881.5 - PARENT/ORGANIZATIONAL INVOLVEMENT IN STUDENT ACTIVITIES	426
POLICY 882 - STUDENT INTERVIEWS	427
POLICY 882.1 - PROCEDURES FOR POLICE INTERVIEWS IN THE SCHOOL SETTING	428
POLICY 882.2 - REQUEST FOR INTERVIEW OF STUDENT	429
POLICY 882.3 - IN-SCHOOL APPREHENSION	430
POLICY 882.4 - CROWD CONTROL AT LARGE SCHOOL FUNCTIONS	431
POLICY 940 - NAMING SCHOOL FACILITIES	432
POLICY 950 - SENIOR BANNERS AT SPORTING EVENTS	433

[Back to Top](#)

POLICY 110 - EDUCATION PHILOSOPHY AND OBJECTIVES

Recognizing that education is a function of the state, and that powers of the Board of Education have been delegated to it by the State, we therefore understand that both state and federal laws shall take precedence over our local regulations.

It is the responsibility of the Board of Education to provide-with local funds and state support-school facilities, personnel, supplies, and equipment, as well as an educational program which will offer to the youth of our area opportunities for the maximum overall development of their abilities. The Board recognizes that the educational program shall determine the budget rather than the budget determining the educational program.

The Board of Education must be responsible to the people it represents, and must reflect the opinion and needs of the community. However, board members must not make decisions for the school district as individuals, since such decisions may only be made during a legal Board meeting. School Board members shall support those educational philosophies and procedures needed to promote a sound educational system in our area. Our philosophy is based on the following beliefs:

- A. We believe that the objectives of the public schools should be designed to meet the educational needs of students, and we believe students need:
 - 1. To achieve command of fundamental skills which are basic to learning and which are considered "tools of learning". Each year students should progress in their ability to read, write, speak, listen, solve problems, and think effectively, in so far as their individual capacities permit.
 - 2. To develop a healthy attitude toward, and respect for: other human beings, levels of learning, and the work performed by all people.
 - 3. To be guided by intelligent, mature, and sympathetic adults in the areas of academic achievement and personal and social adjustment.
 - 4. To know, comprehend, and appreciate how the United States has developed as a nation and how our government operates.
 - 5. To exercise their rights and to assume their responsibilities as citizens in a democratic society.
 - 6. To develop healthy bodies and minds through the adoption of good habits and practices.
 - 7. To learn to participate in recreational and leisure time activities which will contribute to their health and enjoyment of life.
- B. We believe our educational institution should be established primarily to serve youth and to promote their educational development.
- C. We believe we should strive to educate each child in order to enable him/her to take his/her place as a contributing and useful member of the society.
- D. Since the success of our schools is dependent upon successful teaching practices and techniques, every effort should be made to obtain and retain effective teachers. They should be provided with supplies and equipment that is needed to promote instruction.

APPROVED: 9/87

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 113 – NONDISCRIMINATION IN DISTRICT PROGRAMS, ACTIVITIES AND OPERATIONS

General Statement of Policy

The Rosendale-Brandon School District prohibits all forms of unlawful discrimination against students, employees, and other persons in all aspects of the District's programs, activities, and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally-protected status or classification (e.g., race, national origin, sex, disability, religion, etc.). Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.

The District requires and will enforce nondiscrimination in a manner that is consistent with applicable constitutional provisions and with the rights and obligations that are established under all applicable state and federal civil rights laws, including but not limited to the current provisions of the following federal laws, which jointly serve to identify and protect the rights of students, employees, and other persons:

- Title IX of the Education Amendments of 1972 (sex discrimination);
- Section 504 of the Rehabilitation Act (disability discrimination);
- The Americans with Disabilities Act (including both the employment-related provisions of the ADA as well as Title II of the ADA, which broadly prohibits discrimination on the basis of disability in state and local government services);
- Titles IV and VI of the Civil Rights Act of 1964 (addressing discrimination based on race, color, national origin, sex, or religion);
- The Age Discrimination Act of 1975 (age discrimination);
- The nondiscrimination provisions of the Elementary and Secondary Education Act;

There are a significant number of additional state and federal nondiscrimination laws that are not listed above that further establish the rights of students and/or employees. In recognition of such laws, the District maintains additional nondiscrimination policies and rules that specifically and uniquely cover students (see, for example, [Policy 411 and Policy 411.1](#) within the District's policy manual) and all aspects of employment and personnel administration within the District (see, for example, [Policy 511 and Policy 512](#)).

Special Statement Regarding Sex Discrimination under Title IX

As mandated by the federal Title IX statutes and the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Designation and Authorization of Nondiscrimination Coordinator(s)

Any questions concerning the District's nondiscrimination and equal opportunities policies, the application of any nondiscrimination law to the District, or the District's discrimination-related reporting and complaint procedures should be directed to the Director of Pupil Services, who is also designated as the District's Title IX Coordinator. The contact information for this position is as follows:

Director of Pupil Services
200 S Main St
Rosendale, WI 54974
920-872-5321
sinojes@rbsd.k12.wi.us

In his/her capacity as a Title IX Coordinator, the above-identified individual is authorized to coordinate the District's efforts to comply with the District's responsibilities under Title IX and the federal Title IX regulations. This same individual also serves

as the District's designated Section 504/ADA Coordinator, as well as the employee who is designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code.

Any Person May Submit a Complaint or Report of Discrimination to the District

The District is committed to the appropriate resolution of complaints and reports that allege (1) unlawful discrimination or a violation of a District nondiscrimination policy, including any form of prohibited harassment that is based on a legally-protected status; or (2) any type of retaliation that is prohibited by a nondiscrimination law or a District nondiscrimination policy.

Accordingly, except as otherwise required by law, **any person** (including a witness or other person who has not been harmed/victimized by the alleged conduct or challenged policy) may report a concern or allegation of prohibited discrimination or prohibited retaliation to the Director of Pupil Services/Title IX Coordinator, using the contact information provided above and any of the following methods:

1. By U.S. mail, by electronic mail, or by telephone, at any time; or
2. By any other means that results in the Director of Pupil Services/Title IX Coordinator actually receiving the person's verbal or written report, including by submitting the report to the Director of Pupil Services/Title IX Coordinator in person (e.g., at an arranged meeting or when the coordinator is otherwise reasonably available during normal working hours).

As an exception to the above reporting procedure, if the report or complaint identifies the Director of Pupil Services/Title IX Coordinator as a person responsible for the alleged prohibited conduct, or if the Director of Pupil Services/Title IX Coordinator is affected by a conflict of interest or otherwise unavailable, then the person making the report may submit it to the Business Coordinator either in person, by mail, by telephone, or by electronic mail. The contact information for the Business Coordinator is as follows:

Business Coordinator
300 W Wisconsin St.
Rosendale, WI 54974
920-872-5338
postjenk@rbsd.k12.wi.us

Individuals submitting a report or complaint of prohibited discrimination under this policy are strongly encouraged to contact the District to confirm that their report was received as intended.

Except as provided below regarding formal complaints of Title IX sexual harassment or as otherwise required by any law, a report or complaint received under this policy will be processed according to the discrimination complaint procedures that the District has established under its student nondiscrimination policies or under its equal employment opportunities policies, as applicable to the facts and circumstances. For reports or complaints of alleged discrimination that are neither student matters nor employment matters, the District will normally process the matter under the complaint procedures that apply to students.

Filing a Formal Complaint of Title IX Sexual Harassment

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX "complainant"), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a "formal complaint" of "sexual harassment," as those terms are defined in 34 C.F.R. §106.30.

No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation of Title IX sexual harassment allegations using the District's formal Title IX grievance process. Even in the absence of a formal complaint that initiates the formal grievance process, the District still has legal obligations to respond to allegations of Title IX sexual harassment whenever the District has sufficient notice of the allegations (i.e., from any source).

All of the following apply to a formal complaint of Title IX sexual harassment:

1. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District (including through employment).
2. The formal complaint must be in the form of a document or an electronic submission (e.g., an electronic mail message or a file attached to an email) that:
 - a. Alleges sexual harassment against a respondent (if the identity of the respondent is not known, it is not necessary to identify the respondent by name);
 - b. Requests that the District investigate the allegation(s) of sexual harassment; **and**
 - c. Contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
3. The formal complaint must normally be **filed with the District's Title IX Coordinator** by submitting the document or electronic submission either **in person, by U.S. mail, or by electronic mail**, using the District-designated contact information listed above in this policy. However, if the formal complaint identifies the Title IX Coordinator as a respondent (i.e., a person reported as a perpetrator of the alleged sexual harassment), or if the Title IX Coordinator is affected by a conflict of interest or is otherwise unavailable, then the complainant may file the document or electronic submission directly with the Business Coordinator, either in person, by mail, or by electronic mail using the contact information provided above.

When a formal complaint is not filed in person, complainants are strongly encouraged to contact the District to confirm that their complaint was actually received as intended.

If a complainant files a formal complaint of Title IX sexual harassment, or if a Title IX Coordinator signs such a formal complaint on behalf of the District, then:

1. The formal complaint must be resolved according to the federal regulations and District processes that specifically apply to such formal complaints; and
2. Unless otherwise directed by the School Board or this policy, the District Administrator or his/her administrative-level designee is expected to designate and assign qualified individuals to perform the roles that are defined for District agents within the District's grievance process for formal complaints of Title IX sexual harassment. In addition:
 - a. The District Administrator may assign one or more of the roles to a qualified individual who is not an employee of the District, including an outside attorney or other contracted service provider, with notice to the Board.
 - b. The Title IX Coordinator and the District Administrator shall ensure that the individual(s) assigned to perform such roles have completed any training required by the federal Title IX regulations.
 - c. If the District determines that a person assigned to such a role is unavailable, disqualified by a conflict of interest or bias, or otherwise unable to perform the responsibilities of the role, the administration shall assign another qualified individual to perform the role.
 - d. The Board or a person designated by the Board shall assign such roles with respect to any formal complaint in which the District Administrator is alleged to be the perpetrator of conduct that could constitute Title IX sexual harassment. The Title IX Coordinator and the District Administrator shall inform the Board of any such need to assign the roles.

Filing a formal complaint of Title IX sexual harassment is one way to report such harassment. However, if a Title IX complainant or other person is not eligible to file a qualifying formal complaint, or if they choose not to do so, the person may still submit a report of the allegations to the District as further described above within this policy (i.e., a report that is **not** a formal complaint for purposes of Title IX). Moreover, **any** report of conduct that could constitute sexual harassment under Title IX that causes the District to have actual knowledge of the relevant conduct/allegations requires an appropriate response by the District, even if the reporting procedures defined in this policy were not followed and even if no formal complaint has been or ever is filed.

Deadline for Filing an Initial Report or Complaint

There is no absolute deadline for the initial filing of a report or complaint of discrimination under this policy. The District always has an interest in being made aware of potential concerns with prohibited discrimination, harassment, or retaliation. However, any person who has a complaint or concern involving such a matter is encouraged to notify the District or pursue a complaint as soon as reasonably possible after the occurrence of the relevant events. A material gap in pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of remedies and resolutions that are reasonably available.

The following apply to any report or complaint of discrimination that has been filed under this policy, except for formal complaints of Title IX sexual harassment (which are instead subject to the dismissal and appeal provisions of the grievance process that the District has adopted for such complaints):

1. At least one of the following administrators, acting in consultation as needed with District legal counsel, must authorize the dismissal or other alternative disposition of a report or complaint due to a lack of timeliness: The District Administrator, the Director of Pupil Services, and the District Business Coordinator.
2. Any actual party in interest to the allegations raised by the report or complaint (i.e., any alleged victim or any person alleged to be responsible for the discrimination) may appeal a decision authorized under the previous paragraph to the District Administrator. Or, if the District Administrator authorized the initial decision, the party may request reconsideration.

Confidentiality of Reports and Complaints

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of discrimination reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation Prohibited

No official, employee, or agent of the District or any other person may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under the this policy or any other District nondiscrimination policy.

Prohibition on Bad Faith Conduct/Abuse of Process

To the extent permitted by law, the District prohibits and reserves authority to appropriately address and impose consequences for bad-faith conduct by individuals who make a report or complaint, testify, assist, or participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy. For example, the District may impose lawful consequences for making a materially false statement in bad faith in the course of any proceeding that is conducted under this policy or any other District nondiscrimination policy. Examples of abuse of process include, but are not limited to, the pursuit of allegations that the complaining party knows to be wholly frivolous or the use of dilatory tactics that have the purpose or reasonably foreseeable result of unreasonably interfering with a prompt and equitable resolution of alleged discrimination or retaliation.

Consequences for Violations

Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of this policy is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

In addition, any employee or authorized agent of the District who, considering the duties, responsibilities, and expectations established for their position/role, fails to reasonably respond to complaints or reports of alleged discrimination or retaliation, or who otherwise fails to reasonably act on their knowledge of a possible violation of a nondiscrimination law or a District nondiscrimination policy, is also subject to possible disciplinary action. The District may establish specific guidelines and expectations for employees and other authorized agents of the District to take appropriate action with respect to such knowledge through rules adopted as written administrative procedures, provisions within the employee handbook, and/or through other means.

Nondiscrimination Notices; Dissemination of Policy and Complaint/Reporting Procedures

The District Administrator and the District's designated nondiscrimination coordinators share joint responsibility for ensuring that the District prepares and issues, on a timely basis, all legally-required general notices of (1) the rights of students, employees, and other persons under the state and federal nondiscrimination laws; (2) the District's nondiscrimination policies; and (3) applicable reporting and complaint procedures. Beyond meeting legal requirements and any local policy requirements, the administration is encouraged to further disseminate such information using such methods as the administration deems appropriate.

Maintenance of Complaint Records; Report Preparation

The District Administrator and the District's designated nondiscrimination coordinators share joint responsibility for ensuring that the District maintains adequate records of reports and complaints of discrimination and retaliation, including records of the District's response and disposition. Such records shall meet applicable legal requirements for documentation and records retention. The District Administrator and the applicable coordinators shall also direct and oversee the timely preparation of all annual or other reports and evaluations regarding nondiscrimination initiatives/compliance that the District is required to provide to the Department of Public Instruction or to any other oversight entity.

APPROVED: 8/17/20

[Back to Top](#)

RULE 113 – DISTRICT RESPONSE TO ALLEGED SEXUAL HARASSMENT UNDER TITLE IX

This rule has been established to facilitate the District's compliance with requirements of the federal regulations issued under Title IX of the Education Amendments of 1972 ("Title IX"). Specifically, this rule establishes expectations and procedures for the prompt and equitable resolution of reports and complaints that allege unlawful sexual harassment, as defined by the Title IX regulations, within the District's education program and activities. The existence of this rule, as a reflection of federal regulatory mandates, is not intended to suggest that sexual harassment is any more or any less serious, or any more or any less of a concern to the District, than harassment that is based on any other legally-protected status (e.g., race, national origin, disability, religion, etc.).

All District officials, District employees, and other persons acting as agents of the District must keep confidential the identity of (1) any individual who has made a report or complaint of sex discrimination that would be prohibited by Title IX, including any individual who has made a report or filed a formal complaint alleging Title IX sexual harassment; (2) any complainant (i.e., any individual who is alleged to be the victim of conduct that could constitute Title IX sexual harassment); (3) any individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination under Title IX; (4) any respondent (i.e., any individual who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment); and (5) any witness, except as may be required by law, permitted by the Family Educational Rights and Privacy Act and its implementing regulations, or reasonably necessary to carry out the purposes of the federal Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising under the federal Title IX regulations.

Responding to reports or other notice to the District of Title IX sexual harassment when no formal complaint has been filed

The following procedures apply any time that a District Title IX Coordinator determines that the District has notice of Title IX sexual harassment or allegations of Title IX sexual harassment, but no formal complaint of Title IX sexual harassment has been filed by a complainant or signed by a Title IX Coordinator:

1. A District Title IX Coordinator must promptly contact the complainant (i.e., the individual who is alleged to be the victim of conduct that could constitute sexual harassment) regarding supportive measures (see below) and regarding the process for filing a formal complaint.
2. In consultation with other District officials as needed, a Title IX Coordinator will coordinate the identification, offering, and implementation of appropriate supportive measures for the complainant (see below).
3. A Title IX Coordinator or any administrator with knowledge of the relevant circumstances relating to the allegations of sexual harassment may, at any time, contact The District Administrator or his/her administrative-level designee for the purpose of evaluating whether the District will initiate the removal of the respondent from the District's education program or activity on an emergency basis, under the limited circumstances, procedures, and standards identified in the federal Title IX regulations. Procedures and standards established under other laws or District policies may also need to be satisfied in connection with any such emergency removal.
4. If an eligible complainant elects to file a formal complaint of Title IX sexual harassment at any point, the formal complaint shall be processed as provided, below, within this rule.
5. If a complainant is not eligible to file a formal complaint of sexual harassment under Title IX, or chooses not to do so, a Title IX Coordinator is authorized to sign a formal complaint regarding the alleged conduct. The following apply to the discretionary decision to sign a formal complaint on behalf of the District:
 - a. The Title IX Coordinator may not delegate the determination in full to another agent or employee of the District. However, prior to making the determination, the Title IX Coordinator may consult, as needed, with appropriate persons, such as The District Administrator, or District legal counsel.
 - b. The primary reasons that a Title IX Coordinator would sign a Title IX complaint and initiate an investigation would be a determination, on behalf of the District, that the District's interests in safety and/or in potential

sanctions for any respondent(s) make an investigation and determination of responsibility pursuant to a formal complaint reasonably necessary under the circumstances.

- c. A Title IX Coordinator shall not sign a formal complaint against the wishes of a complainant if involving an unwilling complainant in the grievance process would be clearly unreasonable in light of the known circumstances.
 - d. If a Title IX Coordinator signs a formal complaint alleging Title IX sexual harassment, the complaint shall be processed as provided, below, within this rule.
 - e. Upon signing a formal complaint, the Title IX Coordinator does not become a complainant or a party to the complaint, and any complainant who is identified in relation to the allegations retains his/her status as a complainant in connection with the grievance process.
6. Nothing in this rule diminishes the District's obligations to respond to Title IX sexual harassment or allegations of Title IX sexual harassment in a prompt manner that is not deliberately indifferent in all circumstances in which the federal Title IX regulations deem the District to have actual knowledge of such harassment.

Supportive measures in connection with any report, formal complaint, or other notice to the District of Title IX sexual harassment

1. "Supportive measures" are expressly defined and further described in the definitions section of this rule (see below).
2. The District will provide supportive measures to complainants to the extent required by the Title IX regulations. The District may provide supportive measures to a respondent, but it is not required to do so in all cases.
3. Any time a Title IX Coordinator becomes aware that the District has actual knowledge of Title IX sexual harassment or allegations of Title IX sexual harassment, the Title IX Coordinator shall:
 - a. Promptly contact the complainant, if known, to:
 - i. Discuss the availability of supportive measures;
 - ii. Consider the complainant's wishes with respect to supportive measures;
 - iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - iv. Explain to the complainant the process for filing a formal complaint (if the complainant has not already filed a formal complaint about the conduct).
 - b. Coordinate the identification, offering, and implementation of supportive measures that the District provides to a complainant or respondent, including appropriate monitoring of the implementation process, coordinating potential modifications to the measures, and, as applicable, determining the appropriate time to end specific supportive measures.
4. All District officials, employees, and other persons acting as agents of the District must maintain as confidential any supportive measures provided to a complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.
5. The District is required to document any supportive measures that the District provides in response to a report or formal complaint of Title IX sexual harassment. Conversely, if the District does not provide a complainant with supportive measures for any reason, then the District is required to document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Grievance process for handling formal complaints of sexual harassment under Title IX

This grievance process applies to formal complaints of Title IX sexual harassment. Except to the extent a formal complaint is dismissed (in whole or in part), the District is obligated to investigate a formal complaint of Title IX sexual harassment pursuant to this process. The District is further obligated to treat complainants and respondents equitably by:

1. Offering supportive measures to a complainant (see above).

2. Following this grievance process before imposing disciplinary sanctions or other punitive actions against a respondent for any alleged Title IX sexual harassment, subject to the allowances made in the federal Title IX regulations for implementing supportive measures, implementing an emergency removal, and placing an employee, while a formal complaint is pending, on administrative leave.
3. Providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.
4. Requiring its agents to adhere to the additional requirements and standards set forth below.

Standards Applicable to District Agents Involved in the Grievance Process

At the point that the Title IX Coordinator determines that a formal complaint involving allegations Title IX sexual harassment is pending, the Title IX Coordinator shall ensure that the District assigns the roles of complaint investigator, responsibility decision-maker, and appeal decision-maker on a timely basis, whether at the outset the process or during the process. All such individuals, whether or not District employees, must be appropriately trained to perform their role. The assigned roles shall be performed by different persons to the extent required by the federal Title IX regulations. The District may re-assign the roles or assign multiple qualified individuals to perform specific roles if deemed appropriate in a particular case.

All persons who are authorized to act as agents of the District in connection with the grievance process, including but not limited to any Title IX Coordinator, complaint investigator, decision-maker, or facilitator of an informal resolution process, are required to:

1. Engage in an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence.
2. Avoid making any credibility determinations based on a person's status as a complainant, respondent, or witness.
3. Be free from any conflict of interest that impermissibly inhibits the person's objectivity, impartiality, or independent and good-faith judgment.
4. Avoid exhibiting or applying any bias for or against complainants or respondents generally, or for or against an individual complainant or respondent.
5. Self-report any known pre-existing relationships (familial, social, etc.) to parties or material witnesses and any other known circumstances that relate to a formal complaint and that may reasonably cause the District to disqualify the person from performing a particular role as an agent of the District in the grievance process due to concerns with a conflict of interest or bias. Such a report may be made to a Title IX Coordinator or to the District Administrator. Previous interactions with a complainant, respondent, or material witness in a professional capacity, standing alone and in the absence of other specific circumstances, would normally be insufficient to raise a material concern about a conflict of interest or bias.
6. Apply a presumption, throughout the course of performing their designated role(s), that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client privilege), unless the person holding such privilege has waived the privilege.
8. Refrain from accessing, considering, disclosing, or otherwise using a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for purposes of the grievance process (if a party is under 18 years old, then the District must obtain the voluntary, written consent of a parent or guardian).

9. Maintain confidentiality with respect to the identities of persons involved in the grievance process to the extent required by 34 C.F.R. §106.71(a).
10. Avoid restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence, except to the extent permitted or required by applicable law. This provision does not restrict the District or its agents from requiring the parties to a formal complaint (including their advisors) to refrain from disseminating certain evidence or other records to others, provided that any such requirement(s) must be lawful and must not unreasonably interfere with the purposes of this grievance process. In some situations, established law may independently prohibit any such dissemination of particular evidence/records.

The Main Procedural Steps of the Grievance Process

Subject to the provisions, below, regarding (1) voluntary informal resolution processes, and (2) the dismissal of complaints or any individual allegations within a complaint, the following steps outline the main procedures of the grievance process.

I. Notice of the allegations, the grievance process, and certain rights.

Normally within [15] business days of receiving a formal complaint, and always at least [5] calendar days before a party will be required to appear for an initial investigative interview, a Title IX Coordinator or his/her designee shall provide all known parties (i.e., complainant(s) and respondent(s)) with written notice of the following:

1. The District's grievance process for formal complaints of Title IX sexual harassment, including a description of any informal resolution process.
2. Notice of the allegations potentially constituting sexual harassment as defined under the Title IX regulations, including sufficient details known at the time. Sufficient details include:
 - a. The identities of the parties involved in the incident(s), if known;
 - b. The conduct allegedly constituting sexual harassment under Title IX; and
 - c. The date and location of the alleged incident(s), if known.
3. The written notice must also:
 - a. Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
 - b. Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, who may accompany the party when the party attends any District meeting or proceeding that is part of the grievance process (including investigative interviews).
 - c. Inform the parties that they will have the right to inspect and review the evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, as further provided under the Title IX regulations.
 - d. Inform the parties that, by policy, the District prohibits a person from knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the initial notice of allegations, the Title IX Coordinator or the complaint investigator, or a designee acting on their behalf, must provide written notice of the additional allegations to all parties whose identities are known.

II. Investigation of the allegations

An investigator assigned by the District will conduct an investigation of the allegations of which the parties have been notified (as provided in the previous step). The purpose of the investigation is to gather evidence.

The District has the burden of gathering evidence, both inculpatory and exculpatory, sufficient to reach a determination regarding responsibility. In addition, because the District has the burden of proof, the District bears the burden of conducting

a balanced and sufficiently comprehensive investigation such that the burden of proof is not shifted to either of the parties to affirmatively put forth the evidence that would be necessary to either prove or defeat the allegations.

When conducting the investigation, an investigator will:

1. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting held as part of the investigation, with sufficient time for the party to prepare to participate.
2. Allow any party to be accompanied to any investigative interview or other meeting held as part of the investigation by one advisor of their choice. Under any circumstances where a parent or guardian has a legal right to act on behalf of a party (e.g., because the party is a minor), the party's parent or guardian may also accompany the party to any such meeting.
3. Conduct one or more investigative interviews of the complainant(s), the respondent(s), and such witnesses as the investigator determines may provide relevant evidence that is able to be considered and that is not unduly duplicative.
4. Offer each party an opportunity to identify fact and expert witnesses who the party believes should be interviewed as part of the investigation, along with the nature of the evidence that the party believes the witness may be able to provide. If the investigator declines to interview a witness identified by a party or is unable to interview a witness (e.g., because the witness is not willing to participate or is not reasonably available), the investigator shall document the reason for such decision or unavailability and, unless prohibited by law from doing so, provide the parties with such explanation upon request.
5. Consider such documentary and other evidence as a party may wish to proffer, except that no party or his/her advisor will be permitted to conduct direct, in-person questioning of another party or of any third-party witness at any interview or investigative meeting called by the District. If the investigator rules that any proffered evidence will not be accepted into the record of the investigation, the investigator shall document the reason for such ruling; return the evidence to the party that offered it (in the case of physical evidence); and, unless prohibited by law from doing so, provide the parties with the reason the evidence was rejected upon request.
6. Accept such other evidence into the record as the investigator deems to be relevant and directly related to the pending allegations, recognizing that nothing prohibits an investigator from initially accepting evidence that may not be relevant.

After the investigator completes the process of gathering evidence:

1. An investigator, or a designee acting on his/her behalf, must send to each party and the party's advisor, if any, the evidence obtained from the investigation that is subject to inspection and review. Such evidence may be provided in an electronic format or as a hard copy, and consists of the evidence obtained as part of the investigation that is directly related to the pending allegations, including:
 - a. Both inculpatory or exculpatory evidence, whether obtained from a party or other source; and
 - b. Any such evidence upon which the District does not intend to rely in reaching a determination regarding responsibility.
2. Beginning from the date that the evidence is delivered to the parties, the investigator(s) must give the parties at least 10 calendar days to submit a written response to the evidence. Providing such a response is optional.
3. After receiving and giving due consideration to any timely written responses received from the parties, the investigator(s) shall complete an investigative report that fairly summarizes the relevant evidence.
 - a. In the report, the investigator may convey facts, observations, or impressions that address the credibility of particular persons or other evidence, but any such credibility assessments conveyed in the report are not binding on the decision-maker(s).

- b. The report shall not advocate for a specific determination or outcome.
- 4. An investigator or his/her designee shall send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy.
- 5. Beginning from the date that the investigative report is delivered to the parties, the parties will be given at least 10 calendar days to provide a written response to the report, which response (if any) will become part of the record to be reviewed by the decision-maker. Providing such a response is optional.
- 6. After the District receives the parties' responses to the evidence (if any), and/or after the District receives the parties' responses to the investigative report, if the investigator provides any additional opportunities to submit additional evidence, or to further respond to any statements, questions, or additional evidence, such additional opportunities (as allowable but not mandatory practices) must apply equally to both parties. At the discretion of the investigator, the investigative report may be amended or supplemented.
- 7. The investigator will forward the final investigative report and the complete investigative record to the District-designated decision-maker for a determination of responsibility.

III. Determinations of responsibility

A decision-maker assigned by the District will make a determination of responsibility with respect to the allegations of which the parties have been notified and that have been subject to investigation (as provided in the previous steps), based on an analysis of the relevant evidence. During this stage of the proceedings:

- 1. As early as the point at which the District provides the final investigative report to the parties, or shortly thereafter, an investigator, decision-maker, or designee acting on their behalf shall inform each party that they have the opportunity to submit written, relevant questions that the party wants asked of any party or witness prior to the determination of responsibility, subject to the following:
 - a. The notice of the opportunity to submit such questions shall identify a submission deadline and the allowable method(s) of submission. Beginning from the date that the notice is delivered, the District shall allow the parties at least [5] calendar days to submit any questions.
 - b. If any questions are submitted by the parties, the decision-maker shall either:
 - i. Pose the submitted questions to the relevant person(s) and provide each party with the answers; or
 - ii. Explain to the party proposing the questions any decision to exclude a question as not relevant or as otherwise impermissible in the context of this grievance process.
 - c. If any questions were submitted, posed, and answered as provided immediately above, then the decision-maker shall permit a limited opportunity for the parties submit follow-up questions. Any such follow-up questions must be reasonably related to the initial question and answers and must not be unduly duplicative of other evidence that is already in the record.
 - i. The decision-maker shall identify a submission deadline for such follow-up questions, which shall be a minimum of [3] calendar days from the date that the parties are provided with the answers to the initial questions.
 - ii. The decision-maker shall either pose the follow-up questions and provide each party with the answers or explain any decision to exclude a question, in the same manner that applied to the initial questions.
- 2. Neither a decision-maker nor any person acting as the decision-maker's designee may hold a live, adversarial hearing involving the parties as part of this Title IX grievance process.

3. In making determinations of responsibility with respect to the allegations addressed in the relevant investigative report, the decision-maker shall, in all cases, evaluate the available evidence and apply the “preponderance of the evidence” standard to determine whether any allegation has been substantiated and whether a party has committed any misconduct with respect to such allegation(s).
4. The decision-maker must issue a written determination regarding responsibility that includes all of the following:
 - a. Identification of the allegations potentially constituting sexual harassment under Title IX;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and any other methods used to gather evidence;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the relevant legal standards and the District’s code of conduct (i.e., any District policies or rules that apply to the party in question);
 - e. A statement of, and rationale for, the result as to each allegation, including all of the following:
 - i. A determination regarding responsibility;
 - ii. Any disciplinary sanctions the District imposes on the respondent or, in cases where a particular disciplinary sanction is beyond the direct authority of the decision-maker, a statement of the disciplinary sanction(s) that the decision-maker is recommending as an appropriate consequence;
 - iii. Whether the District will provide the complainant with any remedies designed to restore or preserve the complainant’s equal access to the District’s education program or activity; and
 - iv. The District’s procedures and permissible bases for the complainant and respondent to file an appeal under this grievance process. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Chapter PI 9 of the Wisconsin Administrative Code, the District may also use this notice to inform the complainant of their right to appeal any adverse final determination of their complaint under state law to the State Superintendent of Public Instruction, as well as the procedures for making such an appeal to DPI.
5. The decision-maker or a designee acting on his/her behalf must provide the written determination to the parties simultaneously.
6. To the extent required by the Title IX regulations, disciplinary sanctions for Title IX sexual harassment and any remedies that could not be offered as supportive measure shall not be enforced until the determination of the complaint becomes final. The determination regarding responsibility becomes final, for District purposes, either:
 - a. If no appeal is filed, on the date on which an appeal would no longer be considered timely; or
 - b. If an appeal is filed, on the date that the District provides the parties with the written determination of the result of the appeal (see below).

IV. Appeals following a determination of responsibility

1. A complainant or respondent may file an appeal following:
 - a. Receipt of the written determination regarding responsibility; and
 - b. Receipt of notice of dismissal of a formal complaint or of any allegations within a complaint.
2. Any appeal filed by a party is strictly limited to one or more the following bases:
 - a. A procedural irregularity that affected the outcome of the matter.

- b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest in the case or a bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
3. An appeal must be filed in writing and submitted either in person, via U.S. mail, or via email to the Title IX Coordinator with a copy provided to the initial decision-maker. An appeal must be delivered to the District within [5] business days from the date the written determination or notice of dismissal is delivered to the party. The notice of appeal submitted by a party must do all of the following:
 - a. Clearly identify the specific bases, from those listed above, on which the party is appealing; and
 - b. With reasonable specificity, state the factual basis for the appeal and the reasoning as to why the decision or dismissal being appealed from should be reversed or modified.
4. In connection with an appeal, a party may not introduce new evidence that is outside of the existing record of the complaint proceedings except as an offer of proof to support or refute a claimed conflict of interest or bias, or except in support of or in direct response to an appeal that is premised on a claim that the certain new evidence was not reasonably available at an earlier time.
5. Upon receiving a notice of appeal from a party, the Title IX Coordinator, appeal decision-maker, or a designee acting on their behalf shall promptly notify the other party (or parties), if known, that an appeal has been filed and provide a copy of the appeal to such other party (or parties).
6. The appeal decision maker will establish and inform all parties of a deadline for submitting any additional written statement the party may wish to submit in support of, or challenging, the original outcome on the grounds raised by any pending appeal. The deadline for such submissions shall be at least [5] calendar days following the date such notice is delivered to the parties.
7. An appeal decision maker shall deny an appeal that merely asserts that the District's decision is wrong (i.e., without identifying the applicable grounds for the assertion) or that fails to present a reasonably-developed argument in support of the appeal.
8. If the appeal decision-maker determines that there is a need to open the record to obtain and consider any additional evidence in order to resolve an appeal, the appeal decision-maker may offer additional equal opportunities for the parties to address and respond to any such new evidence if doing so is necessary to preserve the fairness of the proceedings.
9. The District may continue an ongoing investigation into a formal complaint during an appeal with respect to the dismissal of a complaint in part (i.e., dismissal of specific allegations). However, the investigation shall not be concluded until the appeal over the dismissed allegation(s) is decided.
10. The appeal decision-maker shall:
 - a. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - b. Provide the written decision simultaneously to both parties.
11. The appeal decision-maker shall render the written decision within [15] business days of the deadline that he/she established for the receipt of the parties' written statements on appeal unless he/she communicates an extension of such timeframe, as further described below.

Other Elements, Requirements, and Limitations of the Grievance Process

Supportive Measures During the Grievance Process. The range of supportive measures available to complainants and respondents during and in connection with this grievance process does not materially change based on the fact that a formal complaint of sexual harassment under Title IX is pending. Supportive measures, as described and defined elsewhere in this rule, are available based on the District's actual knowledge of Title IX sexual harassment or allegations of Title IX sexual harassment, and the receipt of a formal complaint is one source of such knowledge. At the same time, supportive measures are intended to be individualized and context-sensitive. If the proceedings related to this grievance process create any changed circumstances or any special needs for a party, the party may contact a District Title IX Coordinator for the purpose of discussing potential modifications to supportive measures.

Dismissals of Formal Complaints. Upon receipt of a formal complaint that alleges or purports to allege Title IX sexual harassment and at other points in the grievance process while a formal complaint is pending, the District is responsible for evaluating whether, pursuant to the federal Title IX regulations, the complaint (1) must be dismissed (whether in whole or in part); or (2) may be dismissed (whether in whole or in part) as an exercise of District discretion. The District expects its Title IX Coordinator(s), complaint investigators, and decision-makers to promptly raise the issue of dismissal as needed.

1. **Mandatory dismissal:** The District must dismiss a formal complaint (or specific allegations within the complaint), for purposes of Title IX and the District's Title IX grievance process, to the extent the conduct alleged in the complaint:
 - a. Even if proved, would not constitute sexual harassment as defined in the federal Title IX regulations; or
 - b. Did not occur within the scope of the District's education program or activity; or
 - c. Did not occur against a person in the United States.
2. **Discretionary dismissal:** At any time during the investigation of a formal complaint and prior to the determination of responsibility, the District may dismiss a formal complaint, or any allegations therein, if:
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled in the District or employed by the District; or
 - c. The District determines that specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination as to the formal complaint or any allegations therein.
3. **Dismissal procedures:**
 - a. At least one of the following administrators, acting in consultation as needed with District legal counsel, must authorize the dismissal of a formal complaint of Title IX sexual harassment or any individual allegations within such a complaint: The District Administrator, the Director of Pupil Services, or District Business Coordinator.
 - b. The Title IX Coordinator or a designee must promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to all parties (to the extent known).
 - c. A dismissal is an appealable decision to the extent identified elsewhere in this grievance process.

If a formal complaint or any allegation within a complaint is dismissed for purposes of Title IX, the District retains discretion to take action with the respect to the dismissed allegations under other District policies and procedures (e.g., if the alleged conduct could constitute discrimination other than Title IX sexual harassment or if the conduct could constitute a violation of any District policy or rule of conduct).

Voluntary Informal Resolution of Formal Complaints. To the extent permitted by the Title IX regulations, the District may offer and facilitate a strictly voluntary informal resolution process which attempts to resolve the allegations of a formal complaint of Title IX sexual harassment, in whole or in part, without a full investigation and adjudication. An informal resolution process may not be used in connection with allegations that a District employee sexually harassed a student.

In order to offer and attempt an informal resolution process, a formal complaint must have been filed. In addition, before conducting any informal resolution process, the District must:

1. Provide both parties with a written disclosure notice regarding the informal process, as further outlined in the federal Title IX regulations (see 34 C.F.R. §106.45(b)(9)(i)); and
2. Obtain each party's voluntary, written consent to participate in the informal resolution process.

As examples of informal processes that may be appropriate in some circumstances, the District's agents may (1) offer to mediate a resolution between the parties identified in a formal complaint; or (2) explore the parties' willingness to voluntarily proceed without a full investigation and/or adjudication when the facts may be undisputed or where there may be an opportunity to reach stipulated facts.

If a voluntary informal resolution has not reached a conclusion within [15] business days of the date that the District received the consent of the parties, the District and the parties may mutually and voluntarily agree to extend the timeframe for attempting an informal resolution. In the absence of a mutual agreement to extend the timeframe, the District will provide reasonably prompt written notice to the parties that the informal process is being abandoned and that the District will resume the formal process.

Disciplinary Sanctions. After a determination that a party is responsible for Title IX sexual harassment as a result of this grievance process, the disciplinary sanctions that the District may impose will depend on the nature of the misconduct and the individual's then-current status as a student, employee, or other person connected to the District's education program or activity. Disciplinary sanctions that are issued or recommended as a result of a determination of responsibility for Title IX sexual harassment are intended as consequences for past misconduct and/or as a deterrent against any future sexual harassment. To the extent the District reaches a determination using this grievance process that a party engaged in conduct that was not Title IX sexual harassment but that did violate some other law or District policy or rule, this grievance process does not directly address the disciplinary consequences for such conduct, even though the District may impose disciplinary consequences for such conduct.

1. **Students:** The range of possible disciplinary sanctions or recommended sanctions for students includes but is not limited to suspension from school, expulsion from school, and disciplinary suspension of eligibility to participate in District-sponsored extracurricular activities. The District may also prohibit the student from being present on District property or at certain District-sponsored events or activities to an extent that exceeds actions that would be allowable as supportive measures. This provision does not modify any student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.
2. **Employees:** The range of possible disciplinary sanctions or recommended sanctions for employees includes but is not limited to a formal reprimand, an indefinite demotion or salary reduction, a disciplinary reassignment exceeding what may be allowed as a supportive measure, an unpaid suspension, contract nonrenewal, and termination of employment. At the District's discretion, such sanctions may be structured with or without special conditions, such as notice of a zero-tolerance policy for any prospective related violations, or a directive prohibiting the employee from being present on District property or at certain District-sponsored events or activities to an extent that exceeds actions that would be allowable as supportive measures.
3. **Other persons:** The range of possible disciplinary sanctions or recommended sanctions for other persons includes but is not limited to suspension from or the termination of a District-authorized role (e.g., volunteer), termination or nonrenewal of contracts, and a directive prohibiting the individual from being present on District property or at certain District-sponsored events or activities to an extent that exceeds actions that would be allowable as supportive measures.

Remedies to Benefit Complainants. After a determination that a party to the grievance process was responsible for Title IX sexual harassment, the District may provide the complainant with remedies designed to restore or preserve equal access to the District's education program or activity, including providing for a safe educational or working environment. Such

remedies may include the continuation or addition of individualized accommodations, services, and interventions that could have been provided as “supportive measures” prior to the determination of responsibility. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Timeframes and Extensions. The District normally intends to conclude the grievance process within 90 calendar days of the date that a formal complaint is filed or signed by a Title IX Coordinator, recognizing that in certain circumstances it may be practical to complete the process in less time, and in other circumstances the process may reasonably require more time.

Any party or witness may, for good cause, request (1) a temporary delay in the grievance process; (2) the rescheduling of an investigative interview or other meeting; or (3) a limited extension of a deadline that applies to the party. Any such request shall be submitted in writing to the investigator, decision-maker, or appeal decision-maker, given the applicable stage of the proceedings.

The investigator, decision-maker, or appeal decision-maker (as applicable) may grant such a request, and may also self-initiate such a delay, rescheduling, or extension, upon determining that there is good cause and that approving the request would not be unduly prejudicial to any of the parties or unreasonably extend the conclusion of the grievance process.

Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the complexity of the allegations; or the need for language assistance or accommodation of disabilities. In evaluating whether good cause exists with respect to a party's request, the District may take into account the party's history of requesting delays or extensions and the reasons for any such prior requests.

Although the agents of the District are expected to make reasonable efforts to accommodate the schedules of parties and witnesses, the District also may not, without good cause, deviate from its own designated timeframe for the grievance process. Accordingly, the District retains discretion to grant a shorter delay or extension than was requested. Further, in some cases, the District may deny a scheduling request and, if necessary, proceed with the grievance process in the absence of a party, a party's advisor, a party's filing/response, or a witness.

If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Chapter PI 9 of the Wisconsin Administrative Code, and if a requested or contemplated delay/extension would prevent the District from reaching a determination of the complaint within 90 calendar days, the District's agents shall evaluate whether it is necessary or appropriate to request the parties' consent to the delay/extension.

The appropriate agent of the District or a designee shall provide the complainant and respondent with prompt written notice of any decision to delay the grievance process or grant an extension of a deadline. Such notice shall include the reason(s) for the action. To the extent a given deadline applies to multiple parties, any extension of the deadline automatically applies to all such parties.

Consolidation of Formal Complaints. The District may consolidate formal complaints of Title IX sexual harassment where the allegations of sexual harassment in the different complaints arise out of the same facts or circumstances.

Concurrent Investigation and Consideration of Multiple Potential Grounds for a Determination of Responsibility/Misconduct. If the allegations set forth in a formal complaint of Title IX sexual harassment also constitute or fairly encompass allegations of conduct that could constitute (1) discrimination under a different law, or (2) a violation of a District policy or rule (including any District code of conduct that may be applicable to the respondent), or (3) any other established grounds for the imposition of possible disciplinary sanctions, then the District may, at its discretion, investigate the facts and circumstances related to such other legal or policy standards using this grievance process and apply the facts, as found through the investigation, to all potential grounds for a finding of responsibility/misconduct and possible discipline. Unless otherwise required by law, the investigation and determinations reached through this grievance process

shall constitute sufficient processing of any such related, overlapping, or intertwined complaint(s), allegations, or charges that may arise out of the same facts or circumstances as the allegation(s) of Title IX sexual harassment.

In all cases involving such concurrent investigation and concurrent consideration of such additional complaint(s), allegations, or charges, the District's agents in the grievance process are responsible for giving the parties adequate notice of the scope of the allegations to be investigated and of the different grounds for a potential finding of liability/responsibility (e.g., federal law, state law, or a local policy or rule). The District's agents are also responsible for adequately identifying the specific basis for any determination of responsibility or finding of misconduct. For example, a decision-maker might conclude in a given case that the facts as found do not rise to the level of Title IX sexual harassment, but that the complaint is substantiated with respect to prohibited harassment as defined under Chapter PI 9 of the Wisconsin Administrative Code and under District policy.

Restrictions on the Participation of Parties' Advisors. An advisor of the party's choosing shall be permitted to accompany the party to any investigative interview or other meeting held in connection with this grievance process. However, no person who accompanies a party to a meeting or otherwise serves as an advisor to the party may unreasonably interfere with or unreasonably delay the District's investigation. Unreasonable interference by an advisor includes, for example:

1. Answering the District's questions on behalf of the party during an investigative interview, such that the District is denied the party's own, direct response.
2. Interrupting District questioning with the goal of prompting or suggesting responses for the party.
3. Interrupting District questioning in an attempt to conduct his/her own questioning of the party.

The District's agents in the grievance process may place further reasonable restrictions on the extent to which an advisor may participate in the proceedings, provided that such restrictions apply equally to both parties.

Prohibition on Retaliation. No official, employee, or agent of the District or any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or any proceeding conducted under the auspices of the District's Title IX obligations. Complaints alleging retaliation in violation of this provision may be filed according to the reporting and grievance procedures that the District has established for general complaints of unlawful discrimination based on sex and other legally-protected classifications.

Prohibition on Bad Faith Conduct. To the extent permitted by law, the District reserves authority to appropriately address and impose consequences for bad-faith conduct by individuals who make a report or complaint, testify, assist, or participate in any manner in a Title IX investigation or other Title IX proceeding. For example, the District may impose lawful consequences for making a materially false statement in bad faith in the course of any proceeding that is conducted under the auspices of the District's Title IX obligations. However, a determination that a report or complaint of any form of discrimination based on sex was not substantiated, standing alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Definitions

Within the Title IX grievance process set forth in this rule:

- ***Business days*** means days that the main administrative office of the District is staffed, in person or virtually, for responding to regular business and public contacts. Business days never include Saturday or Sunday.
- The terms "***written***" or "***in writing***" include a notice or communication provided in hard copy format via hand delivery or via U.S. Mail to the address of record or in an electronic format via an email sent to an email address that has been issued by the District or that has been provided by the intended recipient.

- With respect to a communication sent by electronic mail, an email is deemed to be **delivered** when it was first electronically available to be accessed by the recipient, and delivery presumptively occurs on the same day as the email was sent. With respect to a communication sent by U.S. Mail, the communication is deemed **delivered** on (1) the date reflected on any confirmation of delivery or delivery receipt; or (2) three business days after the communication was sent by First Class Mail if no delivery confirmation was requested.

The following terms within this rule have the definitions specified in the federal Title IX regulations, including all applicable exclusions, exceptions, and clarifications of scope found in the federal regulations. Paraphrasing the applicable regulatory provisions:

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, regardless of how the District gained actual knowledge of the alleged sexual harassment. Therefore, not every person who reports an allegation of Title IX sexual harassment is a complainant.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to (1) the District's Title IX Coordinator; (2) any District official who has authority to institute corrective measures on behalf of the District; or (3) any employee of the District other than a respondent (i.e., in circumstances where the respondent is a District employee). "**Notice**" as used in this definition includes, but is not limited to, a report of sexual harassment to the District's Title IX Coordinator.
- **Education program or activity** includes any locations, events, or circumstances over which the District exercised substantial control over both (1) the respondent, and (2) the context in which the sexual harassment or alleged sexual harassment occurred.
- **Formal complaint** means a document filed by an eligible complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment under Title IX. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District. As used in this definition, the phrase "**document filed by an eligible complainant**" means a document or electronic submission (such as by electronic mail) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- "**Supportive measures**" or "**supportive measures under Title IX**" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment under Title IX or where no such formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to (1) protect the safety of all parties or the District's educational environment, or (2) deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, or monitoring of certain areas of school grounds, and other similar measures.
- "**Sexual harassment under Title IX**" and "**Title IX sexual harassment**" mean conduct on the basis of sex in any District education program or activity, occurring in the United States, that satisfies one or more of the following:
 1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. Any of the following, as defined under the Title IX regulations by reference to other federal statutes:
 - a. "sexual assault," as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#), to mean an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including but not limited to rape, sexual assault with an object, and groping.
 - b. "stalking," as defined in [34 U.S.C. 12291\(a\)\(30\)](#).
 - c. "dating violence," as defined in [34 U.S.C. 12291\(a\)\(10\)](#).
 - d. "domestic violence," as defined in [34 U.S.C. 12291\(a\)\(8\)](#).

- **Stalking**, as defined in [34 U.S.C. 12291\(a\)\(30\)](#), means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. fear for his or her safety or the safety of others; or
2. suffer substantial emotional distress.

- **Dating violence** as defined in [34 U.S.C. 12291\(a\)\(10\)](#), means violence committed by a person-
 1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- a. The length of the relationship;
- b. The type of relationship; and
- c. The frequency of interaction between the persons involved in the relationship.

- **Domestic violence**, as defined in [34 U.S.C. 12291\(a\)\(8\)](#), includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the state's domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under the state's domestic or family violence laws.

APPROVED: 8/17/20

[Back to Top](#)

POLICY 131 - SCHOOL BOARD ELECTIONS

The Board of Education of the Rosendale-Brandon School District shall be elected at the general election held on the first Tuesday in April of each year, following the procedure outlined for such election by the State Statutes.

Six board members are elected from the boundaries of the 1968 Rosendale School District and three board members are elected from the boundaries of the 1968 Brandon School District. Three members of the nine-member board; 2 from the "Rosendale" area and 1 from the "Brandon" area are elected each year on a rotation established at the formation of the Rosendale-Brandon School District.

The term of office for each Board member shall commence on the fourth Monday in April. Board members elected shall, before taking office, take and sign an oath of office administered by the school district clerk.

Board members shall serve for a term of three years and/or until their successors are elected/appointed and qualified.

APPROVED: 7/18/05

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 131.1 - BOARD MEMBER QUALIFICATIONS

Any eligible elector who is a citizen of the United States, 18 years of age or older and a resident of the district for the last 10 days preceding the election may be a candidate for Board of Education membership.

A candidate filing for an area position must be a resident of the area in which he/she files.

APPROVED: 7/18/05

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 131.2 - BOARD MEMBER OATH OF OFFICE

Within eight (8) days after the election or appointment to the board, the school district clerk shall, as provided by law, notify such person of his/her appointment or election. On or prior to the fourth Monday in April, the date for taking office, a school board member shall take and file the official oath of office:

I, the undersigned, having been elected to the office of the Board of Education of the Rosendale-Brandon School District affirm that I will support the Constitution of the United States, and the Constitution of Wisconsin, and will faithfully and impartially discharge the duties of said office to the best of my ability.

So help me God.

APPROVED: 7/18/05

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 132 - BOARD MEMBER RESIGNATIONS/REMOVAL FROM OFFICE

A Board member may resign from office upon making his/her intent known to the Board President in writing. In the event of resignation of the Board President, written notice shall be given to the Board Vice-President.

A written resignation shall be effective on the date stated in the letter. If no date is given, it shall be considered effective upon delivery of the written resignation.

Removal of a Board member from office for cause shall be done according to State Statute.

APPROVED: 12/20/04

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 133 - FILLING BOARD VACANCIES

The office of a Board member shall become vacant immediately upon the occurrence of any one (1) of the following events:

1. The death of the incumbent, or the incumbent being found mentally incompetent by the proper court.
2. The incumbent's resignation.
3. The incumbent's removal from office.
4. The incumbent's conviction of a felony or imprisonment for one or more years.
5. The incumbent's election or appointment being declared void by a competent tribunal.
6. The incumbent's neglect or failure to file the oath of office or to give or renew an official bond, if required.
7. The incumbent ceasing to possess the legal qualifications for holding office.
8. The incumbent moving his/her residence out of the district.

In the event a vacancy occurs on the Board due to the death, resignation, or removal from office of the incumbent, or other cause as outlined by state law, the vacancy shall be filled by appointment of the remaining board members.

The district administrator, or his/her designee, upon request of the Board shall request letters of application through a public notice of the vacancy. The public notice shall be posted at all the district outlets for posting public notices. Letters of intent shall include interest, biography, and statement of special interest and/or qualification for board membership. Deadline for such letters of intent will be within fifteen (15) days after publication of the notice.

The Board may ask that all candidates appear before the Board.

Candidates for a vacancy on the Board shall be considered at an open meeting, unless there are exceptional reasons to consider the candidates in closed session. The Board may consider candidate(s) in a closed session only if the discussion involves financial, medical, social or personal histories or disciplinary data, which, if discussed public, would be likely to have a substantial adverse effect upon the reputation of the candidate(s).

When making the appointment to fill a vacancy, board members should consider the candidate's interest in and devotion to public education and willingness to give time and effort to the work.

A majority vote by the remaining board members shall be required for all appointments to the Board.

The candidate appointed to the vacancy shall, pending acceptance and filing the oath of office, be seated on the Board.

Appointed Board members shall hold office until a successor is elected and takes office in accordance with state law.

The Board may decide not to fill a vacancy based upon a situation where the "time" factor prior to the normal spring election is a major consideration.

APPROVED: 12/20/04

REVIEWED and APPROVED: 11/30/16

[Back to Top](#)

POLICY 151 - BOARD POLICY DEVELOPMENT

The Board shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. These guides for discretionary action shall constitute the policies governing the operation of the school system.

Board policies shall reflect the desires of the district and state and federal laws and regulations.

The initiative to establish a new, or change an existing, policy can be made by anyone, with major input expected from the district administrator. The responsibility and authority to review, approve and issue policies belongs only to the Board."

The policies of the Board shall be subject to adoption or amendment only upon a majority vote of the members of the Board at a meeting for which the proposed policy or amendment has been described in writing.

APPROVED: 7/1/96

REVISED and APPROVED: 12/21/09

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 151.1 - POLICY REVIEW AND EVALUATION

Board policies shall be reviewed on a regular basis in order to keep them up-to-date.

The Board will evaluate how the policies have been executed by relying on the administration, school staff, students and the community to provide evidence of the effect of the policies which the Board has adopted.

The Board directs the district administrator and the policy committee to make suggestions for revision as they deem necessary.

APPROVED: 7/1/96

REVISED and APPROVED: 12/21/09

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 151.2 - POLICY DISSEMINATION

The Rosendale-Brandon School District policies will be available to the public on the District website. Two policy booklets will also be kept in the District Administrator's Office. The public may view a District Policy Book during office hours.

APPROVED: 7/1/96

REVISED AND APPROVED: 12/17/01

REVISED AND APPROVED: 4/23/07

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 151.3 - ADMINISTRATION IN POLICY ABSENCE

In cases where emergency action must be taken and the Board has provided no policy guidelines, the District Administrator shall have the authority to act. It shall be the duty of the District Administrator to inform the Board President promptly of such action and of the need for policy.

APPROVED: 7/1/96

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 151.5 - POLICY COMMITTEE DUTIES

The Board Policy Committee shall:

1. Review and update existing policy for the board of education every five years as directed by the board.
2. At the direction of the Board of Education, the Policy Committee will respond to the need for policy review and writing of any new policy that might arise from administrative recommendations, citizen's requests, Department of Public Instruction, and/or statutory requirements or specific board member concerns.
3. At the direction of the Board of Education, review and present recommendations to the board for any policy about which there is a question of interpretation.
4. Review procedure statements which accompany policies to ascertain conformance with Board of Education policy.

APPROVED: 7/1/96

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 151.6 - POLICY ADOPTION

The adoption of Rosendale-Brandon School District Board policy shall follow these procedures:

1. Unless an immediate urgency exists a proposed policy must first be approved by the Policy Committee prior to Board action.
1. The Board may act on a policy without Policy Committee approval if the Board determines that there is an unusual urgency to adopt a policy.
1. If the Board decides to change a proposed policy it can either state clearly what the changes are or send the policy back to the Policy Committee to consider said changes.
1. The formal adoption of policies shall be recorded in the minutes of the Board meeting. Only those written statements so adopted and so recorded shall be regarded as official Board policy.
1. Policies and revisions of policies shall be effective immediately upon adoption unless a specific effective date is provided in the adoption resolution.
1. If necessary, the administration regulations needed to implement the adopted policy will be drafted or revised to conform with Board action.

APPROVED: 7/1/96

REVISED AND APPROVED: 12/15/03

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 161 - BOARD MEMBER AUTHORITY AND RESPONSIBILITIES

School board members represent the citizens of the Rosendale-Brandon School District and are responsible for serving the best educational interests of the community and its students. Board members must uphold the laws and Constitutions of the United States and the State of Wisconsin.

The Board is responsible for the educational program and the overall management of the district including employment, control of property and affairs and the development of district policy. The Board delegates authority for the day-to-day operation to the district administrator.

All business of the Board shall be transacted at legally constituted meetings of the Board. Members of the Board shall have legal authority over the affairs of the school district only when acting as a Board in session at a regular or special meeting duly called. Because all powers of the Board lie in its action as a group, the Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such statement or action is in pursuance of specific instructions or duties designated by the Board.

APPROVED: 2/18/08

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 171 - REGULAR BOARD MEETINGS

Except April and October, the Rosendale-Brandon Board of Education shall meet on the third Monday of each month at 7:00 p.m. in the Rosendale Primary School Board Room, or such other place, as may be designated by the Board with due notice. Board meetings in April and October shall be held the 4th Monday of the month at 7:00 p.m.

The regular meeting of the Board may be changed by a vote of the Board at one (1) previous regular board meeting. Meetings may be adjourned to a specific date, at the direction of the Board President, for the consideration of unfinished business.

All regular meetings of the Board shall be open to the public. Notice of such meetings must be given to the public in compliance with the state statutes and Board policy.

LEGAL REF.: Section 120.11(1) Wisconsin Statutes

APPROVED: 1/20/75

REVISED: 3/24/97

REVISED AND APPROVED: 4/28/08

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 171.1 - PUBLIC NOTIFICATION OF BOARD MEETINGS

All meetings of the Board of Education shall be open meetings, except when authorized by law to be closed, and shall have proper notice prior to the meeting. Public notice shall be given by the Board President or designee to the District's official newspaper and to any other news media who have requested such notice. Notice shall also be given to the public through posting in various locations within District buildings.

The public notice shall contain the time, place, and subject matter of the meeting, including that intended for consideration in a contemplated closed session. Notice shall be given at least 24 hours before such meeting, unless an emergency situation has been declared by the Board President. At that time, the President shall give at least two hours notification of the meeting.

LEGAL REF.: Sections 19.84 Wisconsin Statutes

CROSS REF.: Regular Board Meetings

APPROVED: 1/20/75

REVISED and APPROVED: 3/24/97

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 171.2 - AGENDA PREPARATION AND DISSEMINATION

The district administrator, under the direction of the Board president, shall prepare all agendas for meetings of the Board. In doing so, the administrator shall consult as appropriate with other board members and with members of the administrative staff.

Items of business may be suggested by any Board member, staff member, or citizen of the district. The inclusion of these items shall be at the discretion of the district administrator based upon time restrictions and the interests of the district. If a citizen's request is received prior to agenda dissemination, the Board shall include on the agenda an opportunity for the citizen, or a group of citizens, to address the Board at the meeting.

The Board shall follow the order of business set up by the agenda unless altered by a majority vote of the members present. The Board shall not discuss or act upon any item of business not included on the noticed agenda.

The agenda together with supporting materials, shall be mailed to Board members at least 48 hours prior to the meeting of the Board, so as to permit members to give items of business careful consideration.

In order to augment the Open Meetings Law notice, the agenda shall be made available to the media and to any other person upon request.

LEGAL REF.: Section 19.84 Wisconsin Statutes

APPROVED: 1/20/75

REVISED and APPROVED: 3/24/97

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 172 - SPECIAL BOARD MEETINGS

A special board meeting may be held upon the written request of any school board member to the Board Clerk, or in his/her absence the Board President. Such notice shall be in writing and shall be delivered to each board member personally or by leaving written notice at the member's usual abode, setting forth the time and place of said meeting.

A special board meeting may be held without prior notice if all board members are present and consent, or if every school board member consents in writing even though he/she does not attend.

Notice of the meeting shall also be given to the district's official newspaper, and shall be posted at locations designated by the District Administrator.

LEGAL REF.: Sections 19.84 Wisconsin Statutes 120.11(2)

CROSS REF.: Public Notice

APPROVED: 1/20/75

REVISED and APPROVED: 3/24/97

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 173 - EXECUTIVE SESSIONS/CLOSED SESSIONS

All meetings of the Board and its committees will be open to the public except that a meeting of the Board may be convened in a closed session under one or more of the exemptions provided for by state statute 19.85. Such exemptions include, but are not necessarily limited to the following:

- a) Deliberating after any judicial or quasi-judicial trial or hearing.
- b) Considering dismissal, demotion, licensing, or disciplining of any Board employee provided the employee is given notice or any evidentiary hearing which may be held prior to the final action being taken and of the meeting at which final action may be taken. The notice will contain a statement that the employee has the right to demand that the evidentiary hearing or meeting be held in open session.
- c) Considering employment, promotion, compensation, or performance evaluation data of any Board employee.
- d) Considering specific applications of probation or parole, or considering strategy for crime detection or prevention.
- e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business whenever competitive or bargaining reasons require a closed session.
- f) Considering financial, medical, or personal histories, or disciplinary data of specific persons, preliminary consideration of specific personnel problems, or the investigation of charges against specific persons except where paragraph 2 applies which, if discussed in public would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.
- g) Conferring with legal counsel for the Board, or one of its committees, who is rendering oral or written advice concerning strategy to be adopted by the Board with respect to litigation in which it is or is likely to become involved.
- h) Consideration of requests for confidential written advice from ethics board under Wisconsin Statutes 19.46(2), or from any local government ethics board.

Furthermore, no motion to hold a closed session or to adjourn an open session into a closed session will be adopted, unless the Board President announces to those present at the meeting the general nature of the business to be considered at the closed session, and no other business will be taken up during that session.

The Board will not commence an open session, subsequently convene in a closed session, and then reconvene into an open session within a 12-hour period, unless public notice of the subsequent open session was given at the same time and in the same manner as the public notice of the initial meeting.

That a closed session will be, or was, held will be recorded in the preceding or subsequent regular meeting.

LEGAL REF.: Section 19.81 et seq. Wisconsin Statutes

APPROVED: 1/20/75

REVISED: 3/24/97

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 174 - ELECTION OF BOARD OFFICERS

The Rosendale-Brandon School Board recognizes the following:

- The board recognizes that board members should be able to determine the officers of the board without pressure from other members of the board.
- The board recognizes that there should be no limitation of office for a particular position for the board.
- The board recognizes that each board member should have equal opportunity to election to board office.
- The board recognizes that each board member should have the opportunity to decline election as a board officer.
- The board recognizes that there be an orderly means of the election of board officers.

Therefore the following procedure should be followed in election of board officers:

1. Candidates for each office shall be determined by the candidate expressing an interest in the office.
2. A board member may request or refuse to be considered for a particular office only prior to the initial election of candidates for the office.
3. A secret ballot for the initial election will take place if more than two candidates express an interest in the office.
4. The two highest vote getters from the initial election will be candidates for that office. In the event of a tie, which causes more than two candidates, these individuals plus the highest vote-getter will again by secret ballot be voted on to determine the final two candidates for the office.
5. The election involving the two finalists will be by secret ballot.
6. The order of election for office will be as follows: president, vice-president, clerk, and treasurer.
7. The superintendent will conduct the election of the board president. Following the election of the board president, this officer will conduct the election of the remaining officers.

APPROVED: 3/20/78

REVISED AND APPROVED: 11/17/03

REVIEWED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 185 - BOARD COMMITTEE DETERMINATION

The Rosendale-Brandon School Board recognizes the following:

- There should be an orderly method of determining the members of each committee.
- The expertise and desire of each board member should be honored.
- Experience on a committee should be considered a strength.

The following procedure should be followed in selecting board committees:

1. Committee members will be filled by volunteers when possible.
2. The committee member who has served the greatest number of years on a committee will have the first opportunity to fill a vacancy on another committee.
3. The board president will have the authority to make appointments to each committee.
4. The superintendent will appoint administrative members to each committee.
5. The change in committee structure will be effective the week following the selection of board officers.
6. The board Finance, Compensation and Benefits Committee will retain two experienced board committee members when possible.

APPROVED: 4/36/82

REVISED AND APPROVED: 11/17/03

REVIEWED and APPROVED: 11/21/16

REVISED and APPROVED: 4/23/18

[Back to Top](#)

POLICY 185.1 - BOARD STANDING COMMITTEES

The Rosendale-Brandon School Board recognizes the following:

- Committees allow a selected few a better opportunity to explore issues in depth.
- Committees permit greater expertise development by these board members.
- Recommendations submitted by committees to the board of the whole will have been subjected to the critical review of a number of board members, administrators, and other concerned staff/teaching personnel.

The following points will apply to board standing committees:

1. The following standing committees are established: Athletic and Youth Issues Advisory; Buildings, Grounds, and Transportation; Curriculum; Finance, Compensation, and Benefits; Policy and Employee Handbook.
2. The committees will provide the information and recommendations that will enable the entire board to make sound/effective decisions.
3. Not all business must be examined and acted upon by a committee before the entire board acts upon an issue/topic.
4. The superintendent and entire board (or individual board members) may provide the impetus that will cause an issue/topic to be acted upon by a committee prior to formal action by the full board.
5. Each standing committee will be staffed by a minimum of four board members and an administrator.
6. All committee meetings will be open to the public (with appropriate and legal exceptions), and district employees (with appropriate and legal exceptions).
7. The public will be advised of the date, time, and place of all committee meetings.

APPROVED: 4/5/82

REVISED and APPROVED: 12/15/03

REVISED and APPROVED: 11/21/16

REVISED and APPROVED: 4/23/18

[Back to Top](#)

POLICY 186 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

Public Comment Section of the Meeting

To permit fair and orderly public expression, the Board may provide a period for public comment at any regular meeting of the Board and publish rules to govern such comment in Board meetings.

The presiding officer of each Board meeting at which public comment is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business.
- B. Anyone having a legitimate interest in the actions of the Board may comment during the public portion of a meeting.
- C. Attendees must register their intention to comment in the public portion of the meeting upon their arrival at the meeting and will be recognized in the order in which they signed up.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- E. Each statement made by a participant shall be limited to two (2) minutes duration.
- F. No participant may speak more than once or concede time to another speaker.
- G. Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.
- H. Participants shall address only topics on the agenda and within the legitimate jurisdiction of the Board.
- I. The presiding officer may:
 1. interrupt, warn, or terminate a participant's statement when the statement is personally directed, abusive, obscene, or irrelevant;
 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 5. waive these rules when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to twenty (20) minutes, unless extended by a vote of the Board.
- K. Signage, banners, or other material which impedes any person's view of the proceedings, including a Board member's view, shall be relocated so as not to obstruct views.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed

Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review the possible placement of the equipment, and must agree to abide by the following conditions:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Public Comment Guidelines

Although Board meetings are held in the public, they are not meetings of the public. The Board may allow public comment during the meeting, but it is not legally required to do so.

Public comment time provides an opportunity for constituents to address the School Board. We ask that you respectfully follow the meeting guidelines.

Tips for preparing to speak to the Board:

Your goal for providing comment should be to share your perspective on a topic the Board will be discussing or considering. Their goal is to listen and learn from the community. They will not respond to testimony that evening.

Please keep the following guidelines in mind:

- The portion of the meeting during which the comment of the public is invited shall be limited to twenty (20) minutes, unless extended by a vote of the Board.
- Public comments shall address only topics on the agenda and within the legitimate jurisdiction of the Board.
- The Board does not discuss personnel matters at Board meetings. Please address issues related to school personnel at the appropriate level outside of board meetings.
- Prepare an outline of your testimony so it is well-organized and avoids repetition.
- Plan to keep your remarks to two minutes.

Process at the meeting:

- Members of the community who wish to speak to the Board during the public comment period should sign up prior to the meeting being called to order. A sign-up sheet will be available near the entrance to the room, generally 15 minutes before the meeting start time.
- Please print your full name and address legibly on the sign-up sheet
- When the Board is ready, the president (or designee) will refer to the sign-up sheet and call out the names in that order.

Addressing the Board:

- When your name is called, please stand and give your full name and address and group affiliation if appropriate.
- Limit your comments to two (2) minutes.
- Be respectful of the Board.
- Address your testimony to the Board members, not the audience.
- Do not address questions to the Board. The Board's goal for the public comment period is to hear your concerns, comments, and opinions.

APPROVED: 3/24/97

REVISED AND APPROVED: 7/21/08

REVIEWED and APPROVED: 11/21/16

REVIEWED and APPROVED: 10/25/21

[Back to Top](#)

POLICY 187 - SUGGESTED CITIZEN COMPLAINT PROCEDURES

Concerns will be expressed from time to time by citizens of the Rosendale-Brandon School District, and this policy is intended to provide a recommended procedure to be used by members of the school board that will ultimately result in a fair and satisfying agreement for all concerned parties.

In dealing with citizen complaints, the Board of Education members are encouraged to:

1. Listen compassionately to the concerned person and offer assistance in setting up a meeting or phone call with the teacher and the concerned person involved. If a satisfactory resolution cannot be attained, a meeting will be set up with the teacher, concerned person, and immediate supervisor. Board members shall also explain that there will be no negative repercussions toward the student or parent by the teacher involved nor will there be any negative repercussions against the teacher at this time. Board members and administrators should share information of these incidents during executive sessions. Should concern warrant, the teacher will be offered the opportunity to appear before the Board in an attempt to resolve the issue.
2. If a resolution cannot be reached, the principal will relay the Board's concerns to the teacher. If no satisfactory result is obtained by a meeting with the teacher, the principal will begin documentation. Documentation will include a written statement of the concern.
3. If no resolution of the issue is reached in meeting with the principal, the concerned person may involve the district administrator, and, if that fails, and appeal shall be made to the full school board. If a satisfactory resolution is met, the case shall be over, and documentation shall be put in the teacher's file.

APPROVED: 5/17/93

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 191 - RECOGNITION FOR ACCOMPLISHMENT, EMPLOYEE RECOGNITION

(School Board Recognition Dinner)

The School Board believes that employees should be recognized for their services to the district.

The Board will sponsor a recognition dinner each year for employees who have earned their Master's Degree or National Teacher Certification as well as those employees who have been with the district for three, ten, twenty, thirty, forty, forty-five, fifty, and fifty-five consecutive years.

The following will apply to this policy:

- The dinner will be free to the honored employee and his/her guest.
- The 40-year or more honorees will receive a \$100.00 cash gift.
- The 30-year honorees will receive a \$75.00 cash gift.
- The 20-year honorees will receive a \$50.00 cash gift.
- The 10-year honorees will receive a \$25.00 cash gift.
- The 3-year honorees will receive a \$10.00 cash gift.
- Retirees will receive \$25.00 cash gift if employed 20 or fewer years in the district, \$50.00 cash gift if employed more than 20 years in the district, and \$100.00 cash gift employed for 40 or more years in the district.
- The dinner will be held yearly on the last weekend of March or the first weekend of April.

REPLACES POLICY: Staff Recognition for Extended Service – 11/19/84

APPROVED: 4/21/03

REVISED AND APPROVED: 11/20/06

REVISED AND APPROVED: 1/19/15

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 194 - EXPRESSION OF SYMPATHY FOR ILLNESS OR DEATH

The board should express sympathy whenever emergencies or grief strikes school personnel, and a standard procedure is desirable to avoid preferential treatment.

APPROVED: 1/15/79

REVISED & APPROVED: 12/20/82

REVISED & APPROVED: 10/20/97

REVISED and APPROVED: 11/21/16

RULE 194 - IMPLEMENTATION PROCEDURES FOR THE EXPRESSION OF SYMPATHY FOR ILLNESS OR DEATH POLICY

In order to effect the Expression of Sympathy for Illness or Death Policy the following procedure will be followed:

1. The principal of each school will advise the district office secretary of the death or illness of an employee, relative of employee (spouse, children or parent, or parent-in-law).
2. Each school will be responsible for the get well card for a student.
3. The district office will handle all remaining expressions of sympathy.

Expressions of Sympathy –

1. A spray of flowers in the amount of \$75.00 will be sent to the funeral home by the district office whenever a student, an employee, or the children or spouse of an employee dies. A card will be included which states: "From the Rosendale-Brandon School District."
2. A memoriam of \$75.00 will be sent in the event that the office was not able to send flowers or the family so desires.
3. A get well card will be sent whenever a student or employee is confined to a hospital for an extended stay.
4. A sympathy card will be sent to the employee when a parent or parent-in-law dies.

[Back to Top](#)

POLICY 321 - SCHOOL CALENDAR

The school calendar for the Rosendale-Brandon School District shall be established by the Board in consultation with the Rosendale-Brandon Education Association and in accordance with guidelines outlined in the current employee agreement.

The calendar shall specify the opening and closing dates of school and provide for 187 contracted days of which 178 days are designated as teaching days and 9 as in-service days.

APPROVED: November 15, 1982

REVISED AND APPROVED: December 15, 2003

[Back to Top](#)

POLICY 322 - SCHOOL DAY

The Board of Education shall establish rules, which schedule the hours of the normal school day. In establishing such rules, the Board shall keep in mind the hours of direct student instruction required by state law. The board shall also take into consideration the needs of individual buildings (e.g., transportation) and input from administrators, staff, and parent/guardians.

School day hours shall be posted and distributed prior to the beginning of each school year.

Compliance with the schedule of hours for the normal school day shall be closely monitored by the administration.

Building principals shall establish school schedules within the school day. They shall also establish special schedules for activities or events that occur during the school day.

APPROVED: December 15, 2003

[Back to Top](#)

POLICY 323 - SCHOOL CEREMONIES AND OBSERVANCES

District schools are authorized to conduct ceremonies and observances to recognize special events, historical heritage and traditional holidays provided they are in keeping with the school district goals and curricular objectives. It is, however, recognized that the religious beliefs of some students may prohibit their participation in certain exercises. Students may be excused from school ceremonies and observances if the parent or an adult student makes the request and if the ceremony or observance violates a religious belief, family standard, or tradition.

APPROVED: December 15, 2003

[Back to Top](#)

POLICY 323.1 - SPECIAL OBSERVANCE DAYS

The school administration, along with the teaching staff, shall be responsible for planning appropriate activities for the observance of special days outlined in state law. The school shall consider coordinating its observance schedule with special state or national observance of these days.

APPROVED: December 15, 2003

[Back to Top](#)

POLICY 323.2 - PATRIOTIC OBSERVANCE DAYS

The building principals shall be responsible for having the United States flag displayed on school grounds during the hours of each school day. The flag of the United States will also be displayed in each classroom.

The Pledge of Allegiance or National Anthem shall be offered in grades kindergarten through twelve daily throughout the school year. No student shall be compelled, against his/her objections or those of his/her parent(s) or guardian, to recite the Pledge of Allegiance or National Anthem.

APPROVED: December 15, 2003

[Back to Top](#)

POLICY 323.3 - HOLIDAY OBSERVANCES

The Rosendale-Brandon School District is committed to an integrated multicultural curriculum and recognizes the multicultural nature of the American society. It also recognizes that there are certain traditional seasons and holidays that are widely celebrated in the community. The District reflects the community and provides a multicultural educational experience for its students.

The curriculum and related activities associated with holidays shall be inclusive of all students, have a secular educational purpose, and conform to the Board's policies.

The administration, along with teaching staff, shall be responsible for planning appropriate activities for the special observance days outlined in state law. If any special observance day falls on a Saturday or Sunday, the observance shall be on either the school day immediately preceding or following such day.

APPROVED: December 15, 2003

[Back to Top](#)

POLICY 333 - PARENT ACCESS TO THE CURRICULUM AND INSTRUCTIONAL MATERIALS

Parents/guardians play an important and unique role in the education of their children. To facilitate parent knowledge about the appropriateness for their child of any or all aspects of the curriculum, a parent/guardian may contact the building principal to request that a District staff member provide the parent/guardian with information about any program, course, unit of study, specific assignment or teaching method.

Parents/guardians may also contact the building principal to review the instructional materials that will be used in any course or program. If there are questions or concerns, the principal and parent/guardian will discuss possible solutions.

APPROVED: October 25, 2004

[Back to Top](#)

POLICY 333.1 - PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES

Parents/guardians may inspect, upon request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may request program or curriculum modifications or deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations. Specifically, parents/guardians may:

- (1) Request that their child be provided with program or curriculum modifications, including but not limited to: (a) modifications within the student's current academic program, (b) a school work training or work study program, (c) enrollment in an alternative public school or program located in the District, (d) enrollment in any nonsectarian private school or program located in the District (e) home study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the student is enrolled, and (f) enrollment in any public educational program located outside the District.
- (2) Request reasonable accommodations for their child with regard to examinations and other academic requirements based on their child's sincerely held religious beliefs.
- (3) Request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).
- (4) Request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:
 - o political affiliations or beliefs of the student or the student's parent;
 - o mental and psychological problems of the student or the student's family;
 - o sex behavior or attitudes;
 - o illegal, anti-social, self-incriminating or demeaning behavior;
 - o critical appraisals of other individuals with whom students have close family relationships;
 - o legally recognized privileged relationships such as those of lawyers, physicians and ministers;
 - o religious practices, affiliations or beliefs of the student or student's parent;
 - o income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part by any program administered by the U. S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

- (5) Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable information such as a student or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.
- (6) Request that their child not participate in any non-emergency, invasive physical examination or screening that is:
 - (a) required as a condition of attendance,
 - (b) administered by the school and scheduled by the school in advance, and
 - (c) not necessary to protect the immediate health and safety of the student, or of other students. "Invasive physical examination" means any medical examination that involves the exposure of private, body parts, or any act

during such examination that includes incision, insertion or injection in the body, but does not include a hearing, vision, or scoliosis screening.

Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.

If a parent/guardian is not satisfied with the building principal's or designee's decision, he/she may have the request reviewed by the District Administrator and, if still not satisfied with the decision, the School Board. Appeals may be made beyond the Board as authorized by law.

Accommodations made under this policy shall be provided to students without prejudicial effect.

The District shall inform parents/guardians of this policy at the beginning of each school year.

LEGAL REF.: Sections 118.02(2)(d) Wisconsin Statutes
118.19
118.15(1)(d)-(f)
PI 41, Wisconsin Administrative Code
No Child Left Behind Act of 2001 (Protection of Pupil Rights Provision)

APPROVED: October 25, 2004

[Back to Top](#)

POLICY 341.1 - ART INSTRUCTION

Whereas, Chapter 90 (13 Standards) has been voted into law by our state legislature, and

Whereas, the Board of Education of Joint School District No. 22 is making every effort to comply,

Therefore, Be it resolved that the following procedure be followed:

1. The Joint School District No. 22 School Board directs the superintendent to appoint an art committee, composed of all art teachers.
2. This art committee shall submit to the board for approval a balanced and comprehensive curriculum that shall include instructional experiences in: sensory awareness, cultural heritage, aesthetic discrimination and studio opportunities in a wide variety of two and three dimensional art processes.
3. Equipment and supplies necessary for the appropriate art instruction will be requisitioned and purchased by the district to insure that the districts' responsibilities to adequately meet the needs of the art education program as described in the laws of Chapter 90 relating to art education.
4. All students in grades K-6 will be provided art instruction by or under the supervision of a Department of Public Instruction certified elementary art teacher, holding a minimum of a Bachelor's degree in Art education.
5. Art instruction shall be an available elective course for all students grades 7-12 and shall be taught by a Department of Public Instruction certified secondary art teacher.
6. Secondary school art programs shall seek a long range goal to include a basic studio survey course and at least two courses in studio areas; i.e. ceramics, sculpture, painting, printmaking, art metal, cinegraphics, textiles and fibers, etc.
7. The art committee will annually review and submit to the superintendent their recommendations of an overall art program of the school and curricular offerings altered to reflect the changes and needs of society.

APPROVED: 12-15-75

[Back to Top](#)

POLICY 341.3 - MUSIC INSTRUCTION

Whereas, Chapter 90 (13 standards) has been voted into law by our state legislature, and

Whereas, the Board of Education of Joint School District No. 22 is making every effort to comply,

Therefore, be it resolved that the following procedure be followed:

1. The Joint School District No. 22 School Board directs the superintendent to appoint a music committee, composed of all music teachers.
2. The music committee shall submit to the board for approval a comprehensive K-12 music curriculum including the developmental experiences involving singing, playing instruments, listening, movement, creative expression and music reading.
3. Equipment and supplies necessary for the appropriate music instruction will be requisitioned and purchased by the district to insure that the district meet its responsibilities to adequately meet the needs of the music program as described in the laws of Chapter 90 relating to music education.
4. All students in grades K-6 will be provided music instruction by or under the supervision of a Department of Public Instruction certified music teacher, holding a minimum of a Bachelor's degree in music education.
5. All students in grades 7 to 12 will be offered elective courses in music education including general music, vocal music and instrumental music. These classes will be taught by a Department of Public Instruction certified music teacher.
6. The music education committee will annually review and submit to the superintendent their recommendations of the overall music program of the school district and the related extra-curricular offerings intended to reflect the interests and needs of the student.

APPROVED: 12-15-75

[Back to Top](#)

RULE 341.3 - INSTRUMENTAL MUSIC INSTRUCTION

Whereas, students in the fifth grade have no study hall or recess periods, and

Whereas, instrumental music practice sessions are a disturbing influence when students enter and leave the room when classes are in session.

Therefore, be it resolved: that the following become effective June 1, 1977:

1. That instrumental practice sessions in the fifth grade be scheduled in such a manner that students will miss no class time.
2. If the above is not possible, then instrumental music begin during the summer prior to students entering the sixth grade.

APPROVED: 5-16-77

[Back to Top](#)

POLICY 341.4 - HEALTH EDUCATION

Whereas, Chapter 90 (13 standards) has been voted into law by our state legislature, and

Whereas, the Board of Education of Joint School District No. 22 is making every effort to comply,

Therefore, be it resolved that the following procedure be followed:

1. The Health Education Curriculum in the elementary school (grades K-6) will be incorporated into the present existing courses. An officially designated Coordinator of Health Education will be appointed by the superintendent and will assist the elementary classroom teachers in achieving the Health Education Goals as specified in the teacher's curriculum guide books adopted by the Board which is the health curriculum guide. The objectives and content in the curriculum shall be flexible for teacher/administrator modification but will always include the emphasis in following the five major health areas, Physical, Social Health Problems, Mental Health, Environmental and Community Health and Education for survival.
2. The Junior High and High School Course will be offered at grade 9 by a certified health instructor. The content of this course will conform to the state statutes 115.35, 118.01 (2), 118.01 (3)(c), 118.01 (5), 118.01 (9), 118.01 (11), 119.22 (1), 121.02 (2)(1) and achieve the health curriculum objectives and the official curriculum of the school.

The health education course (s) will be treated as an academic subject consistent in time and class size of other required subjects. Health shall not be less than a semester in length, meeting daily, and/or 90 class sessions.

3. Equipment and supplies necessary for the appropriate Health instruction will be requisitioned and purchased by the district to insure that the district's responsibilities to adequately meet the needs of the health education program as described in the laws of Chapter 90 and other State of Wisconsin statutes related to health education.
4. There will be an annual review of the schools health education program. This evaluation will assess:
 - A. Whether the district meets the minimal criteria established under State Statute 121.02 (L).
 - B. Whether the health instruction meets the established objectives and is adequate to meet the needs of all pupils.
 - C. This evaluation will include one or more of the following:
 - 1) pre-and post tests to determine pupil knowledge, interests, attitudes and practices related to the health curriculum.
 - 2) pupil self-evaluation of health status and practice;
 - 3) teacher self-evaluation to assess instructional performance and curriculum relevance;

APPROVED: 12-15-75

[Back to Top](#)

POLICY 341.5 - PHYSICAL EDUCATION

1. The physical education department shall submit to the District Curriculum Director for approval a K-12 comprehensive physical education curriculum. This program will address the five components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and healthful body composition) as well as skill development, for participation in future lifetime games and fitness activities.
2. Equipment and supplies necessary for the appropriate physical education instruction will be requisitioned and purchased by the district to ensure that the district's responsibilities will adequately meet the needs of the physical education program.
3. All students K-6 will be provided physical education instruction by or under the supervision of a Department of Public Instruction certified physical education teacher; holding a minimum of a Bachelor's degree in physical education. (Days on which special activities are conducted are exempt from this physical education requirement).
4. All students in grades 7-11 shall participate in the instructional program of physical education taught by a Department of Public Instruction certified physical education teacher to the equivalent of at least one complete semester. Meeting in classes every other day for a complete school year also meets these requirements. A minimum of one 12th grade physical education class will be offered as an elective each semester.
5. The physical education department will annually review and submit to the District Curriculum Director their recommendations and evaluations of the overall physical education program and its meeting of the district's physical education goals and objectives and its reflecting the interests and needs of the students.

APPROVED: 12/15/1975

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 341.8 - PHILOSOPHY OF KINDERGARTEN

Kindergarten is a risk-free environment with a child-centered atmosphere, facilitated by a teacher trained and experienced in Early Childhood Education, who provides multi-sensory activities that address the needs of the whole child: physically, socially, intellectually, and emotionally through an integrated curriculum that encourages interaction with others. The home/school/community partnership is essential to maintain communication to benefit the learning of the whole child.

APPROVED: 8/19/91

[Back to Top](#)

RULE 341.8 - THE GOALS OF ROSENDALE-BRANDON KINDERGARTEN

Provide a meaningful and balanced curriculum to foster social, intellectual, creative, emotional, and physical learning that is appropriate to the age and development level of the child, but allows for the individual styles of learning and cultural background.

Develop a positive attitude and to feel successful in school.

Encourage children to work and play independently by enabling children to feel pride in their ideas and be curious about ideas of others.

Learn to listen and focus on their activities without being distracted.

Learn academic skills needed and/or beneficial to be successful in first grade as specified in the various district curriculum guides.

APPROVED: 8/19/91

[Back to Top](#)

POLICY 341.21 - REMEDIAL READING

Whereas, Chapter 90 (13 Standards) has been voted into law by our state legislature, and

Whereas, the Board of Education of Joint School District No. 22 is making every effort to comply,

Therefore, Be it resolved that the following procedure be followed:

1. All kindergarten through grade three children and all new incoming children grades K through 3 will be tested by an instrument which will identify reading handicaps. Those children identified will be referred to the district's evaluation team for the purpose of in-depth diagnosis and a prescriptive remediation program. The school district will have a Department of Public Instruction Certified person who has earned at least six semester credits in courses dealing with the measurement of reading skills and achievement of reading skills and achievement and/or the diagnosis of reading difficulties who will give direction and coordination to all students assigned to a remedial reading program. The school will provide individual instruction or small group instruction for those children identified as having severe reading difficulties. Those students with less serious reading problems may be assigned to regular reading courses with special help from their regular classroom teacher who will follow the remedial reading suggestions of the specialist and who will have their overall reading instruction coordinated with the districts regular reading program.
2. It is recognized that the parental cooperation in reading instruction is very important and the principal, classroom teachers and reading specialists will be encouraged to gain parental cooperation by some of the following suggested ways:
 - A. Parents working as volunteers in reading programs.
 - B. Special emphasis on reading instruction at parent-teacher meetings.
 - C. Provision of lists of books to be read to children at home.
 - D. Provision of lists of literature for the young recommended for recreational reading.
3. Equipment and supplies necessary for the appropriately needed remedial reading instruction will be requisitioned and purchased by the district to insure that the districts' responsibilities to adequately meet the needs of the remedial reading program described in the laws of Chapter 90, State of Wisconsin have been met.

APPROVED: 12-15-75

[Back to Top](#)

POLICY 342.1 - PROGRAMS FOR STUDENTS WITH DISABILITIES

In recognizing its educational responsibility for all students in the Rosendale-Brandon School District, the Board shall provide a free and appropriate public education for students with disabilities.

All district special education programs and the placement of students with disabilities shall be under the direction and supervision of the Rosendale-Brandon Director of Special Education, and shall be in accordance with state and federal laws. Individual Education Program teams shall be established to evaluate the progress of students and to review individual special education needs. The processes used to make decisions concerning special education services are outlined in the Special Education Procedures Handbook.

The District shall adhere to due process safeguards for parental/student rights and appeal within the parameters of state and federal laws governing the operation of programs for students with disabilities. The district shall complete all special education report forms and district plans, as required by the Department of Public Instruction.

The Rosendale-Brandon School District shall not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. The Rosendale-Brandon School District specifically prohibits students from discriminating against or harassing others based on any of the characteristics described in this paragraph. Discrimination complaints shall be processed in accordance with established procedures.

APPROVED: January 19, 1981

REVISED AND APPROVED: October 25, 2004

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

POLICY 342.5 - TITLE I PARENT INVOLVEMENT

The Rosendale-Brandon School District is committed to the policy of providing quality education for every child in the district. This District recognizes that in order to accomplish this goal, school personnel and parents need to work together as partners to promote high achievement for all of our students.

Parents must receive notice of their child's eligibility for Title I services. A letter explaining the Title I program and parent permission papers will be sent to parents by the classroom teacher. The Title I teacher will contact parents to answer questions and discuss enrollment.

A fall and a spring Title I parent meeting is held each year and meeting times will vary to accommodate most parents. The fall meeting will be held to introduce parents to the program. A Parent-Student-School Compact will be introduced setting goals for working as a team for student learning. Parents will also have a chance to learn a new teaching strategy and have time to discuss concerns. The spring meeting will be held to discuss goals met and suggest improvements for the program. Students may present reading performances to the audience.

Parent conferences with the Title I teacher will be scheduled one or more times during the year. The Title I teacher may meet parents with the classroom teacher or individually. Parents are always welcome to contact the Title I teacher concerning their child's reading progress during the year. The Title I teacher will send a Title I Reading Progress Report to parents quarterly during the year.

Parents will have an opportunity to respond concerning their child's progress with Title I services and make suggestions for improving the Title I program through a survey taken at the end of the school year.

The Title I program is based on high expectations for parent involvement and recognizes that parents are a child's first teacher.

APPROVED: October 25, 2004

[Back to Top](#)

RULE 342.5 - TITLE 1 - DISTRICT/PARENT/STUDENT/TEACHER COMPACT

The Rosendale/Brandon School District strives to ensure that all students have the opportunity to achieve their highest level of academic and social success. We believe that parents, teachers, administrators *and* the student must work as a team for student success. Please sign this compact in the appropriate section to show that you are committed to this agreement.

A. District Responsibilities

1. Provide a clean, safe and comfortable school environment.
2. Provide support, training and professional development for teachers.
3. Provide information to parents concerning education standards and achievement.

(Signature)

(Date)

B. Parent Responsibilities

1. Send my child to school on time each day ready to learn.
2. Read with my child at home, supervise completion of homework and monitor my child's television and computer use.
3. Attend school activities and be involved in my child's learning.
4. Help my child become an independent learner.

(Signature)

(Date)

C. Student Responsibilities

1. Read at home every day.
2. Return homework, books and notes on time.
3. Show respect for others by following the rules.

(Signature)

(Date)

D. Teacher Responsibilities

1. Be well prepared to provide appropriate reading instruction.
2. Maintain high standards and expectations for each student.
3. Provide information for parent involvement in their child's learning.
4. Teach reading strategies for students to become independent learners.

(Signature)

(Date)

APPROVED: October 25, 2004

[Back to Top](#)

POLICY 343.3 - REMEDIAL COURSEWORK TAKEN AT LACONIA HIGH SCHOOL FOR CREDIT

Students in grades nine through twelve enroll in specified required courses determined by state statute and the local school board, which are necessary for graduation. It is the expectation of the Rosendale-Brandon School District that all students shall demonstrate achievement of the minimum standards of competence necessary to achieve a passing grade in required courses at the high school level. If a student fails a required course(s), he/she is strongly encouraged to enroll in summer school or repeat the coursework the following school year to earn a "passing" grade. However, if a student expresses an interest in taking an alternative remedial program, it shall be at the discretion of the administration. The Rosendale-Brandon Online Learning Option is the primary remediation program. Portable Assisted Study Sequence (PASS) or other remedial programs may be utilized based upon student needs and/or abilities. The type of program used shall be at the discretion of the administration.

APPROVED: 8/16/04

REVISED AND APPROVED: 4/23/07

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 343.4 - CREDIT FOR COURSE WORK TAKEN AT ACCREDITED INSTITUTIONS OF HIGHER EDUCATION

Course work taken at IHE will be approved for high school credit and shall be granted one-quarter high school credit per one semester credit offered by the accredited IHE institution.

All course work taken for high school credit must receive prior written approval from the principal.

Course work taken other than at Laconia High School or accredited IHE will not be issued high school credit unless approval is granted by the principal. The course work may be noted on the transcript if student desires.

APPROVED: December 19, 1994

[Back to Top](#)

POLICY 343.21 - HIGH SCHOOL COURSE CHANGE POLICY STUDENT WITHDRAWAL FROM CLASSES

It is the belief of the Rosendale-Brandon School District that students and parents should give serious consideration when selecting courses. The master schedule is constructed and faculty is assigned classes based on the number of original student course requests during registration. The arbitrary dropping of classes by students may have an adverse effect on class size and may result in a reduction, in some cases, where it becomes impractical economically to operate the class. It is the responsibility of the school to encourage careful and advanced planning for the future, and it is an important task of all schools is to teach students to complete any task which they begin, regardless of the difficulties which may develop.

This policy is created to give high school students and their parent(s) an opportunity to make timely, efficient, and intelligent decisions regarding course selections.

1. Students are provided with available course information including graduation requirements, post-secondary entrance requirements, and course descriptions in order to make an informed decision.
2. Parents give their approval to all courses in which students enroll.
3. Changes to course selections must be completed within 30 days of the original registration.
4. Changes at the beginning of the school year and semester will be limited to errors only, for example, student failed a prerequisite, student failed a required course, student did not complete summer school or insufficient credits.
5. Non-error changes can be made at the beginning of the semester **for core classes**, for example if a student needs to add an additional credit of math or science. Elective courses may not be changed unless they are affected by a core course change.
6. No changes will be made after the first week of school. Students who are given permission to drop a course after this time period may receive a grade of "F" for each quarter and semester.
7. Individual circumstances will be reviewed on a case-by-case basis with appeals to the principal.

REVISED and APPROVED: 10/20/97

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 343.45 - TECHNICAL COLLEGE COURSE PROGRAM ("Start College Now")

High school students in the 11th grade or 12th grade who meet the eligibility requirements defined in applicable statutes, regulations, and District policies may be permitted to enroll in one or more courses at a technical college through the technical college course program. In addition to other applicable eligibility requirements, a student who wishes to enroll in a course through a technical college under this policy must:

1. have the written approval of a parent or guardian, if a minor;
2. notify the District of his/her intent to attend a technical college by March 1 if the student intends to enroll at the technical college in the fall semester, and by October 1 if the student intends to enroll in the spring semester; have completed 10th grade (all requirements met, including a minimum of six (6) high school credits, if enrolling as a junior or 18 credits, if enrolling as a senior, completed toward graduation by the end of the high school semester in which the student gives notice of his/her intent to take a technical college course);
3. not be a child at risk of not graduating from high school, as defined by state law; and
4. be in good academic standing within the District.

Solely for purposes of determining a student's eligibility to enroll in a course at a technical college under this policy, "good academic standing" in the District means that the student has a cumulative high school grade point average of at least 2.0 at the time of the determination and has earned at least three (3) credits per semester enrolled in high school.

A student who is interested in attending individual courses under the technical college course program must also submit an application directly to the applicable technical college, pursuant to any procedures and deadlines established by the technical college. A technical college district board may deny a high school student admission to the technical college, or registration in a specific course, for any reason that is consistent with state law, including the technical college's determination, following any appropriate verification with the District, that the student has an unacceptable record of disciplinary problems.

Program Administration

The High School Principal or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the technical college course program; and (2) except for refusal of permission to take a course that is based on an undue financial burden, determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria for participation in the program;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course; and
4. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.

While the District may refuse to allow a student with a disability to attend a technical college through the technical college course program if the costs related to any special services required for the student would impose an undue financial burden on the District, the determination of an undue financial burden shall be made by the District Superintendent.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law, the District shall pay for certain costs associated with students' enrollment in a technical college under this policy if the course is taken for high school credit and the course is not comparable to a course offered in the District. Limitations on the District's responsibility for payment include the following:

1. The District shall pay only such tuition, fees, and course materials costs as are required by law. If the District is required to pay the technical college for the cost of a book or similar resource that is not a one-time use item, the student shall be required to return the resource(s) to the District upon completion of the course.
2. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the technical college course program or the Early College Credit Program. Any courses that the District paid for under the former Youth Options Program count toward this credit limit.
3. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program. However, the student or the student's parent or guardian may submit a written request asking the School Board to waive this repayment obligation if the Board determines, at its discretion, that extenuating circumstances led to the unsuccessful completion of the relevant course(s) and repayment would impose an unreasonable and undue financial burden on the student or the student's family.
4. Unless otherwise required by law, the District is not responsible for providing transportation to technical college courses taken under this policy or paying for transportation-related costs.

Determinations of Course Comparability, Eligibility for High School Credit, and Satisfaction of High School Graduation Requirements

The determination of whether a course satisfies a high school graduation requirement shall be made with reference to the District's policy that sets forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.

Pending the development of any formal state regulations applicable to the technical college course program that address the granting of high school credit for a course taken at a technical college under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards found in [PI 40.07\(1\)](#) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017. In addition, in order for a student to receive high school credit for a course taken at a technical college under this policy, the student must complete the course and receive a passing grade, as determined by the technical college.

For purposes of determining whether a course that a student wishes to take through the technical college course program is comparable to a course offered by the District, and pending the development of any formal state regulations applicable to the technical college course program or the adoption of other specific local standards for determining course comparability, the District shall apply the standards found in [PI 40.07\(1m\)](#) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.

At least 30 days before the beginning of the technical college semester in which the student will be enrolled, the District shall notify the student, in writing, if a course in which the student intends to enroll (1) does not meet the high school graduation requirements, and (2) whether the course is comparable to a course offered in the District.

If an applicant for the program disagrees with a District decision regarding course comparability or the satisfaction of high school graduation requirements, state law provides that the applicant may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the District's decision.

Wisconsin Statutes

Section 38.12(14)	[attendance at technical college under the technical college course program, also known as the "Start College Now" Program]
Section 115.385(4)	[parent notification of educational options]
Section 118.15(1)(b)	[attendance at a technical college in lieu of high school or on a part-time basis by a child 16 years of age or over and a child at risk]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.153(1)(a)	[definition of a child at risk of not graduating from high school]
Section 118.33	[high school graduation requirements]
Section 118.55	[early college credit program]
Section 118.57	[public notification of educational options]

Wisconsin Administrative Code

Chapter PI 40	[regulations governing technical college attendance under the Youth Options Program, which were based on statutory provisions that were essentially identical to section 38.12(14)]
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Cross References:

Policy 343.46 Early College Credit Program

APPROVED: 12/17/18

[Back to Top](#)

POLICY 343.46 - EARLY COLLEGE CREDIT PROGRAM

High school students who meet the eligibility requirements defined in applicable statutes, regulations, and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more program-eligible courses at an institution of higher education through the Early College Credit Program.

The High School Principal or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the Early College Credit Program; and (2) determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria established in state law;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements; and
4. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course, and, if so, the amount of high school credit.

If a student who intends to take a course through the Early College Credit Program disagrees with a District decision regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded for a course (if any), the student may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the decision.

Initial Applications and Notices Students Are Required to Submit

Students interested in enrolling in an institution of higher education (IHE) for the purpose of taking one or more nonsectarian courses under the Early College Credit Program must do all of the following to start the application process:

1. Submit a timely and complete application directly to the applicable IHE in the semester prior to the semester or session in which the course is scheduled to begin. The student must adhere to all application deadlines and other related requirements established by the IHE; and
2. Submit a timely and complete written notice to the District that identifies the student's intent to take one or more courses under the Early College Credit Program. A separate notification form must be completed and processed for each IHE semester/session in which a student intends to take a course.
 - a. The deadlines for submitting such notices are March 1 for any fall semester course, October 1 for any spring semester course.
 - b. In addition to any other information required on the form, the initial notice must identify the name of the IHE the student plans to attend, the titles of the course(s) in which the student intends to enroll, the number of postsecondary credits of each course, and whether the student will be taking the course(s) for high school credit, postsecondary credit, or both.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law and as applicable to each course that a student takes under the Early College Credit Program, the District shall pay the appropriate tuition amount to the IHE and such other costs (if any) as may be specified by law. The student or the student's parent or guardian shall pay the amounts (if any) specified as the student's responsibility for each course under state law and District policy. The following also apply:

1. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course is responsible for paying the tuition and fees for the course.
2. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction. If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making such 25% payments to the District:
 - a. The student or his/her parent or guardian may make payment for such courses via cash, a personal check or a bank (cashiers) check, made payable to the Rosendale-Brandon School District. If a check is returned as non-payable due to insufficient funds, a stop-payment order, or any other reason, any related fee(s) charged to the District by a financial institution will be added to the amount due.
 - b. Payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with an invoice of the specific amount due.
 - c. If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District will refund the appropriate amount to the student or his/her parent or guardian.
 - d. Any past-due payments for a share of course tuition that are owed by a student may result in the denial of certain school-related privileges in the same manner that applies to other past-due school fees and charges.
2. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the technical college course program (section 38.12(14) of the state statutes) or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program count toward this credit limit.
3. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program. However, the student or the student's parent or guardian may submit a written request asking the School Board to waive this repayment obligation if the Board determines, at its discretion, that extenuating circumstances led to the unsuccessful completion of the relevant course(s) and repayment would impose an unreasonable and undue financial burden on the student or the student's family.
4. In order for a student to avoid a payment obligation (where applicable) for a course taken through the Early College Credit Program, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's deadline for doing so such that the IHE will not charge the District any tuition for the course.
5. Unless otherwise required by law, the District is not responsible for providing transportation to postsecondary courses taken under this policy or for paying for transportation-related costs.

Wisconsin Statutes

[Section 38.12\(14\)](#) [attendance at technical college under the technical college course program, also known as "Start College Now" Program]

Section 115.385(4)	[required parent notification of educational options, including Early College Credit Program]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.33	[high school graduation requirements]
Section 118.55	[the Early College Credit Program]
Section 118.57	[required public notification of educational options, including Early College Credit Program]
Section 120.12(17)	[non-Early College Credit Program courses taken for high school credit at a UW System Institution]

Wisconsin Administrative Code

[Chapter PI 40 \(ER\)](#) [emergency rules implementing the Early College Credit Program]

Cross References:

Policy 343.45 Technical College Course Program ("Start College Now")

APPROVED: 12/17/18

[Back to Top](#)

POLICY 345.1 - GRADING SYSTEMS

It shall be the policy of the Rosendale-Brandon School District to evaluate achievement in grade Kindergarten through 12.

The issuance of grades on a regular basis serves to:

- a. promote a process of continuous evaluation of student performance;
- b. inform the student and his/her parent(s) or guardian of the student's progress;
- c. provide a basis for bringing about change in student performance if such change is deemed necessary.

Specific grading systems shall be developed for all grade levels by the district administrator and building principal.

The Rosendale-Brandon School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Section 118.13 Wisconsin Statutes

PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: 411 Rule, Student Discrimination Complaint Procedures

APPROVED: May 17, 1993

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

POLICY 345.1A - LACONIA HIGH SCHOOL WEIGHTED CLASSES POLICY

It is the philosophy of the Rosendale-Brandon School District for all students to achieve optimal learning based on high expectations and considerations of their abilities and needs. Students are encouraged to explore many different areas of study during their high school years including higher level courses. Laconia High School's grade points are based on a four-point grading scale. Weighted classes receive one more point than regular classes provided the student meets the required criteria. For example, an "A" in a regular class receives four points, and an "A" in a weighted class receives five points. Below is a chart showing the points for regular classes, weighted classes, list of Laconia's weighted courses, and criteria that must be met in order to earn the additional point in a weighted course.

Required Criteria:

- Students must complete all assignments required by the instructor including daily homework, quizzes, tests, and projects in a manner that is considered "above average."
- In order for the quarter grade to be considered "weighted", the student must earn a letter grade of a "C+" or better in the course. Letter grades of a "C", "C-", "D+", "D", "D-", or "F" will not be considered weighted when computing grade point averages.

Points - Weighted Courses

A+ = 5.33
A = 5.00
A- = 4.67
B+ = 4.33
B = 4.00
B- = 3.67
C+ = 3.33
C = 2.00
C- = 1.67
D+ = 1.33
D = 1.00
D- = .67
F = 0.00

Points - Regular Courses

A+ = 4.33
A = 4.00
A- = 3.67
B+ = 3.33
B = 3.00
B- = 2.67
C+ = 2.33
C = 2.00
C- = 1.67
D+ = 1.33
D = 1.00
D- = .67
F = 0.00

Weighted Classes:

AP Certified Courses and Youth Options Courses approved by the Rosendale-Brandon School Board.

REVISED and APPROVED: 7/22/02

REVISED and APPROVED: 11/21/11

REVISED and APPROVED: 7/15/13

[Back to Top](#)

POLICY 345.1B - GRADE POINT CALCULATION

In calculating grade point averages, the two factors involved are the points given for the letter grade (illustrated above) and the amount of credit the course receives. Youth Options courses that originate from a technical college or university earn three-quarters credit per semester.

To figure grade points, multiply the points given for each grade times the amount of earned credit possible for the course. Then total these figures and divide the total grade points by the total of earned credits. Below is a chart which illustrates how grade points are figured for a semester.

<u>Class</u>	<u>Grade</u>	<u>Calculation</u>
AP Lit. and Composition	B	$4.00 \times .5 = 2.0$
Consumer Economics	A-	$3.67 \times .5 = 1.835$
Pre-Calculus	B-	$3.67 \times .5 = 1.835$
Senior Phy Ed.	A	$4.00 \times .5 = 2.0$
Spanish 3	C	$2.00 \times .5 = 1.0$
Social Psychology	B+	$3.33 \times .5 = 1.665$
Symphonic Band	A	$4.00 \times .5 = 2.0$
Accounting	A-	$4.67 \times .5 = 2.3$

Total credits earned: 4.00

Total grade points earned: 14.67

Grade Point Average: 14.67 divided by 4 = 3.668

Note: Class rankings are figured twice a year—after the credit is completely earned at the end of each semester, not quarter.

REVISED and APPROVED: 7/22/02

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 345.4 – PROMOTION AND RETENTION OF STUDENTS

This policy addresses end-of-year, grade-to-grade promotion and retention decisions that are made at any point prior to a student's attendance in any high school program in the District (i.e., prior to the start of 9th grade or any program-specific equivalent to 9th grade). This policy does not address grade-level acceleration decisions or any decision to adjust the initial grade-level placement of a newly-enrolled student during the student's first school year of attendance in a District school or program.

For students in grade 1 through 8, the School Board directs the administration to develop and implement a process for annual promotion and retention decisions that initially identifies students who are at risk of possible retention. The following are the School Board's general expectations for end-of-year, grade-to-grade promotion and retention decisions:

- 1 Because a student's knowledge and skills related to math and reading/language arts are the foundation for learning in most other academic subjects, the District's criteria for promotion and retention decisions shall focus primarily on a student's performance in these areas.
- 2 The District shall not use retention as a punishment for misconduct, or as a substitute in lieu of services, programs, or accommodations which the student is entitled to receive or participate in under any applicable law. Further nothing in this policy shall be interpreted to interfere with or detract from a student's or parent's rights under any applicable state or federal law, including the laws applicable to students with disabilities and students identified as English language learners.

When a student is having very significant academic difficulty in one or more areas and is at risk of possible retention, it is the Board's judgment that no single measure or description of the student's academic progress, knowledge, and skills is sufficient to determine whether the student should be retained or promoted. Accordingly, before making a final decision to promote or retain a student who the District has identified as being at risk of retention, the administration and instructional staff will use a team-based approach to review and consider, at a minimum, the following information about the student's academic progress in relation to established promotion and retention criteria:

- 1 The two most recent state assessment results (or results from an alternate assessment, if applicable) that are available for the student.
- 2 The results of available District-provided academic assessments (including standardized tests other than the state assessments).
- 3 The student's summative grades and teachers' summative evaluations of the student's academic skills (generally as reflected on report cards and formal progress reports); and
- 4 Evidence indicating the extent to which the student has made progress with respect to individual goals that the District established for the student.

Additional information about the student's academic progress may also be considered if the team considers it helpful in making the promotion/retention decision. For example, the team could consider information from a relevant out-of-district source, the results from specific classroom assignments, projects or tests, specific samples of the student's work, and/or other teacher recommendations relating to the student's skills and progress that add greater overall context to the team's decision-making process.

For each student identified as being at risk of retention, the team shall recommend, with final decision-making authority resting with the building principal or his/her designee, either that:

- 1 the student should be promoted in combination with the identification of individualized goals and the use of available intervention strategies that are intended to enhance the student's overall development, alleviate an identified barrier that may be inhibiting the student's learning, improve the student's level of engagement with school, and/or provide the student with opportunities to reduce observed gaps in the student's learning relative to grade-level standards; or
- 2 the student should be retained in combination with the identification of individualized goals and the use of appropriate intervention strategies.

The District's specific grade-level promotion criteria and other procedures related to promotion and retention decisions will be defined by rule.

Promotion and Retention Decisions in Kindergarten, First Grade, and Second Grade

The District shall not involuntarily retain a 4-year-old kindergarten student who will be 5 years old on or before September 1st of the next school year.

The District will not involuntarily retain a student in 5-year-old kindergarten, first grade, or second grade against the wishes of the student's parent or guardian provided that the student was enrolled in and regularly attended school during the applicable school year, such that the District determines that the student was exposed to and actively participated in substantially all of the applicable grade-level curriculum.

For any kindergarten, first grade, or second grade student who meets the curriculum exposure and participation criteria identified above and who is promoted to the next grade level, the District will use an intervention-based and referral-based approach in any situation where the District determines that the student's academic or other developmental progress indicates that the student is at risk of reading or other substantial learning or academic difficulty.

If the District determines that a student in kindergarten, first grade, or second grade has not met the curriculum exposure and participation criteria identified above, then the following shall apply:

- 1 The District will attempt to meet with the student's parent or guardian to discuss the student's current academic and developmental progress, and its possible impact on future learning.
- 2 The student will generally be promoted to the next grade level, but the District shall implement an intervention plan for the student that, at a minimum, provides for the close monitoring of the student's general academic progress. If appropriate for the individual student, the plan shall also provide for specific additional interventions/services.
- 3 Such a student may be involuntarily retained at his/her current grade level only if the District determines at or near the conclusion of the relevant school term that the student's lack of exposure to substantial portions of the school's curriculum is so significant that an approach of combining grade-level promotion with an individualized monitoring and intervention plan would be developmentally inappropriate for the student. The building principal (or an administrative-level designee with instructional responsibilities), shall review and expressly approve any staff recommendation to involuntarily retain a student on this basis.

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law. For example, in regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services under an individualized education program (IEP), nothing in this policy or in its implementation shall detract from the authority of the student's IEP team.

High School Students

The Board encourages communication between the instructor and parents so that unsatisfactory work in the classroom can be defined and steps taken to help avoid a failing grade.

Failures

Failures in required subjects must be made up by repeating that same course the following year. Failures in elective courses may be made up by selecting an alternate course or by re-taking the course failed. Students should keep in mind that failures carry "0" honor points, and that all failures must be averaged into the grade point average.

Incomplete

All incomplete must be made up within two weeks of the termination of the quarter or semester. If not made up in the specified time, an incomplete automatically becomes a failure. Any variation of this policy must be agreed to in writing by the principal and the teacher involved.

Transfer Students

Grade placement of incoming transfer students at any grade level will be determined by the administrator and the pupil personnel staff.

Wisconsin Statutes

<u>Section 118.24(2)(a)</u>	[district administrator authority to manage the promotion of students]
<u>Section 118.33(6)(a)</u>	[policy requirement for 4 th and 8 th grade promotion criteria]
<u>Section 118.33(6)(cm)</u>	[policy requirement for kindergarten to 1 st grade promotion criteria]

APPROVED: 10/21/1985

REVISED AND APPROVED: 5/23/88

REVISED AND APPROVED: 5/21/90

REVISED AND APPROVED: 8/18/97

REVISED AND APPROVED: 8/16/21

[Back to Top](#)

RULE 345.4 – PROCEDURES FOR PROMOTION AND RETENTION OF STUDENTS

The following procedures apply to end-of-year, grade-to-grade promotion and retention decisions that are made at any point prior to a student's attendance in any high school program, excluding grade acceleration decisions.

A. Pre-Retention Screening and Pre-Decision Meeting

1. A screening process, which shall permit direct teacher referrals, shall be applied to initially identify students who are at risk of possible retention. The screening process, at a minimum, will take into account:
 - a. The student's pre-literacy skills and reading proficiency for promotion decisions applied to the completion of the 1st grade and 2nd grade; and
 - b. The student's proficiency in reading, English-language arts, and mathematics for promotion decisions applied to the completion of grades 3 through 8.
2. Prior to deciding to retain a student, the District shall:
 - a. Complete the Retention Referral Checklist and submit to the building principal by January 31 of the school year in which the decision will be made.
 - b. Inform the student's parent or guardian that the District is evaluating the possibility of retention by April 15th of the school year in which the decision will be made.
 - c. Formulate an intervention-based plan that could be implemented in the following school year as a possible alternative to retention, as well as an intervention strategy that could be implemented if the student is retained; and
 - d. Hold at least one meeting involving District staff and, if reasonably available, the student's parent(s) or guardian(s), at which the following shall be discussed:
 - the student and his/her academic progress to date;
 - interventions that have been implemented to date;
 - the criteria that apply to the promotion/retention decision, including, if applicable, the District's mandatory criteria for promotion from kindergarten, 4th grade, or 8th grade; and
 - other factors that tend to support either retention or promotion for the student in question (e.g., research-based findings, the relative viability of possible alternatives to retention, etc.).

B. Involuntary Retention (Repetition of a Grade without Parental or Guardian Support)

1. The District shall not involuntarily retain a 4-year-old kindergarten student who will be 5 years old on or before September 1st of the next school year.
2. Involuntary retention may be considered for a student who has completed 5-year-old kindergarten but who has not satisfied the District's assessment participation criteria. However, if the District determines that such a student meets any of the criteria that the District applies for granting an exemption from the 5-year-old kindergarten completion requirement, or that promotion to 1st grade with heightened monitoring or literacy support services would be an academically appropriate placement, then the student shall not be retained.

3. In the case of any involuntary retention in grades 1 through 8, the criteria that the District's instructional staff relies on to retain a student shall relate exclusively to a student's academic performance and progress. Examples of relevant academic measures and assessments include the results of state-mandated assessments (if taken and available), the results of District-level assessments (including testing), summative grades, teachers' classroom-level assessments and recommendations regarding the student's academic skills and progress, samples of the student's work, other demonstrated progress relative to grade-level standards, and demonstrated progress relative to any individualized learning goals.
 - a. Involuntary retention in 4th grade and 8th grade shall be required in the event a student is unable to meet the District's established academic criteria for promotion from those grades.
 - b. In grades 1 through 3 and 5 through 7, involuntary retention may occur where the District's instructional staff determines, to the best of their professional judgment and using multiple academic measures and assessments, that ALL of the following apply to the student:
 - The student's academic progress in (1) reading comprehension/language arts; and (2) mathematics *is at least or two or more grade levels behind his/her current grade-level placement in BOTH of these core academic and*
 - It is likely that the student, if retained, could make substantial progress in reducing the gap(s) that exist between the student's present-level of academic achievement and the academic goals and standards that have been established for his/her applicable grade-level placement; and
 - If the student were promoted and provided with available supports and interventions, the student would still be unlikely to be able to (1) participate in and benefit from the next grade's curriculum in a meaningful manner; and (2) make substantial progress in reducing the gap(s) that exist between the student's present-level of academic achievement and the applicable grade-level standards; and
 - No other exceptional circumstances exist which cause the District's professional staff to conclude that promotion to the next grade would better serve the student's overall academic and developmental interests than retention in the current grade. The building principal shall directly review and approve any staff recommendation to promote a student to the next grade that relies on such exceptional circumstances.
4. [Identify the appropriate staff position(s), e.g. – the building principal or another academic administrator serving as his/her designee] shall review and approve all staff recommendations to retain a student involuntarily.
5. A final decision need not be made until after the end of the normal school term, or, if the student is participating in summer school in an effort to become eligible for promotion, until after the completion of the student's summer school program.
6. If the District decides to involuntarily retain a student, a District staff member will promptly notify the student's parent or guardian of the decision (see below).

C. Retention with the Voluntary Support of the Student's Parent(s) or Guardian(s)

1. In any situation in which there may be mutual District and family agreement to retain a student at any grade level, [identify the appropriate staff position, e.g., the building principal or another academic administrator serving as his/her designee] shall have the authority, in consultation with classroom teachers and other relevant staff, to determine on behalf of the District that the weight of the relevant and available information suggests that the student's overall welfare is likely to be better served by retention than by promotion.
2. The District's independent support for any retention decision that is also supported by the student's parent(s) or guardian(s) shall be based primarily on academic factors, although non-academic factors may also be considered.

3. The District shall document the parent's or guardian's voluntary support for a decision to retain the student in the student's records.

D. Appeals of Promotion/Retention Decisions

If a parent or guardian believes that the District has not followed its policies or procedures related to promotion and retention decisions, or that the District has made an incorrect decision in regard to the promotion or retention of a student, the student's parent or guardian may appeal the decision to the District Administrator. Such appeals should be submitted in writing to the Office of the District Administrator as soon as reasonably possible after the parent or guardian is informed of the District's decision, but no more than 30 days prior to the beginning of the school term to which the decision applies.

REVISED AND APPROVED: 8/18/97

REVISED AND APPROVED: 8/16/21

[Back to Top](#)

Exhibit - 345.4 (A)

RETENTION REFERRAL CHECKLIST

To the teacher:

The Rosendale-Brandon Retention Policy states that when considering student retention or failure of a subject, a retention checklist must be completed. If you are considering retention of a student or failing a student in a particular subject, please fill out this Retention Referral Checklist as completely as possible and return to the building principal by January 31st of the school year in which the decision will be made.

Student's Name _____ Current Grade _____

Date of birth _____ Number of Days Absent this school year _____

1. Has this student ever been previously retained? ☐ Yes ☐ No

If yes, what grade or subject? _____

2. Is this student currently receiving special education services? ☐ Yes ☐ No

If yes, what services? _____

3. Has a child study been conducted about this student? ☐ Yes ☐ No

If yes, what was the outcome of the child study? _____

4. Data to be considered in the retention process

Source	Information
FastBridge data	
Forward Scores	
PALS Scores	
Fountas and Pinnell Level	
Classroom Assessments	
Grades	
Other	

5. Any additional comments _____

Teacher Completing Report _____ Date _____

For Office Use Only

Date of Parent Meeting _____

- ☐ Student Retained
- ☐ Student Promoted

[Back to Top](#)



Date

Parent/Guardian of _____,

As you may know, the Rosendale-Brandon School District offers a summer school program. While all students are invited to attend, we strongly recommend that your student enroll in at least one academic course.

This recommendation is based on one or more of the following criteria:

- ☐ Participation in academic intervention in math
- ☐ Participation in academic intervention in reading
- ☐ Report card scores in math
- ☐ Report card scores in reading
- ☐ Classroom performance in math
- ☐ Classroom performance in reading

Information about summer school courses and registration will be distributed to the parent/guardian email on file in the school office. If you have any questions about summer school registration, please leave a message on the Summer School account at 920-872-5350. Your call will be returned as soon as possible.

Should you have any questions about why your child is being recommended for summer school, please contact your child's teacher, school counselor, or principal for additional information.

Thank you for considering this recommendation. Attendance at summer school will help your child continue to grow academically and provide a greater opportunity for success next school year.

Sincerely,

School Counselor

CC: student cumulative file

POLICY 345.6 - GRADUATION POLICY

Prior to the graduating class of 2017, in order for a student to graduate from the Rosendale-Brandon School District, the student must complete 24 credits of study. Of the 24 credits 12.5 are required under State Statute [ss. 118.33(1)(a) 1 and 2]: 4 credits in English/Language Arts, 3 in Social Studies, 2 in Mathematics, 2 in Science, and 1.5 in Physical Education. In addition, the district requires that a student have one additional credit in Social Studies and one additional credit in math.

Beginning with the class of 2017, in order for a student to graduate from the Rosendale-Brandon School District, the student must complete 24 credits of study. Of the 24 credits 14.5 are required under State Statute [ss. 118.33(1)(a) 1 and 2]: 4 credits in English/Language Arts, 3 in Social Studies, 3 in Mathematics, 3 in Science, and 1.5 in Physical Education. In addition, the district requires that a student have one additional credit in Social Studies.

Students must have enrolled in a class or have participated in a board-approved activity for each class period of each day or enrolled in an alternative educational program [ss. 188.33(1)(b)]. Special education students, whose disabilities prevent them from meeting the credit requirements listed above, shall be considered by the Board for graduation on a case by case basis.

APPROVED: 4/23/01

REVISED and APPROVED: 4/27/09

REVISED and APPROVED: 11/21/11

REVISED and APPROVED: 11/17/14

[Back to Top](#)

POLICY 345.7 - ROSENDALE-BRANDON 4TH AND 8TH GRADE PROMOTION

The philosophy for the Rosendale-Brandon School District is for all students to achieve optimal learning based on high expectations and considerations of their abilities and needs. The Board recognizes that students have diverse capabilities and interests and individual patterns of growth and learning. Therefore, the Board believes it is important that teachers have as much accurate knowledge of each student as is possible through tests, and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

Because the promotion of students from the fourth grade to the fifth grade and from the eighth grade to the ninth grade is affected by State Statutes (ss. 118.33)(6)(a), this grade advancement policy applies to such promotions. Other district policies relating to the promotion of students apply if they are not inconsistent with this policy. No students may be promoted from the fourth grade to the fifth grade or from the eighth grade to the ninth grade unless the student satisfies the criteria for promotion in this policy.

Grade advancement decision will be based on the four criteria listed below. For those students opted-out of the WSAS, judgment is based on the other three specified criteria.

A. Student Score on Wisconsin Student Assessment System (WSAS)

For grade four promotion, the student must receive scores of BASIC or above on 3 or more of the 4 subtests that comprise the WSAS.

For grade eight promotion, the student must receive scores of BASIC or above on 3 or more of the 4 subtests that comprise the WSAS.

B. Student's Academic Performance

By successfully completing the Goals and Objectives on the Individual Education Plan (IEP).

OR

In 4th grade by scoring a grade of 2 or better in 4 out of 5 of the following courses: Mathematics, Science, Reading, Language, Social Studies.

In 8th grade by passing 3 out of the 4 of the following core classroom subjects: Mathematics, Science, Language Arts, Social Studies.

C. Teacher Recommendations

Securing a recommendation from the grade advancement committee. The grade advancement committee which will be appointed by the building principal may consist of:

- Principal
- Guidance Counselor
- School Psychologist
- Student at Risk Coordinator
- Grade Level Teachers
- Special Education Teacher (Special Education students only)

D. Other Academic Criteria Specified by the School Board

Promotion to the 5th or 9th grade may also be made possible through remedial opportunities as determined by the building principal.

Parent involvement is encouraged in the retention decision, however, the final decision rests with the School Board.

The building principal shall be responsible for the general supervision and management of the promotion of students under this policy. The building principal shall determine whether a student has satisfied the criteria in this policy. This policy is designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent/guardian regarding the final decision at the end of the school year.

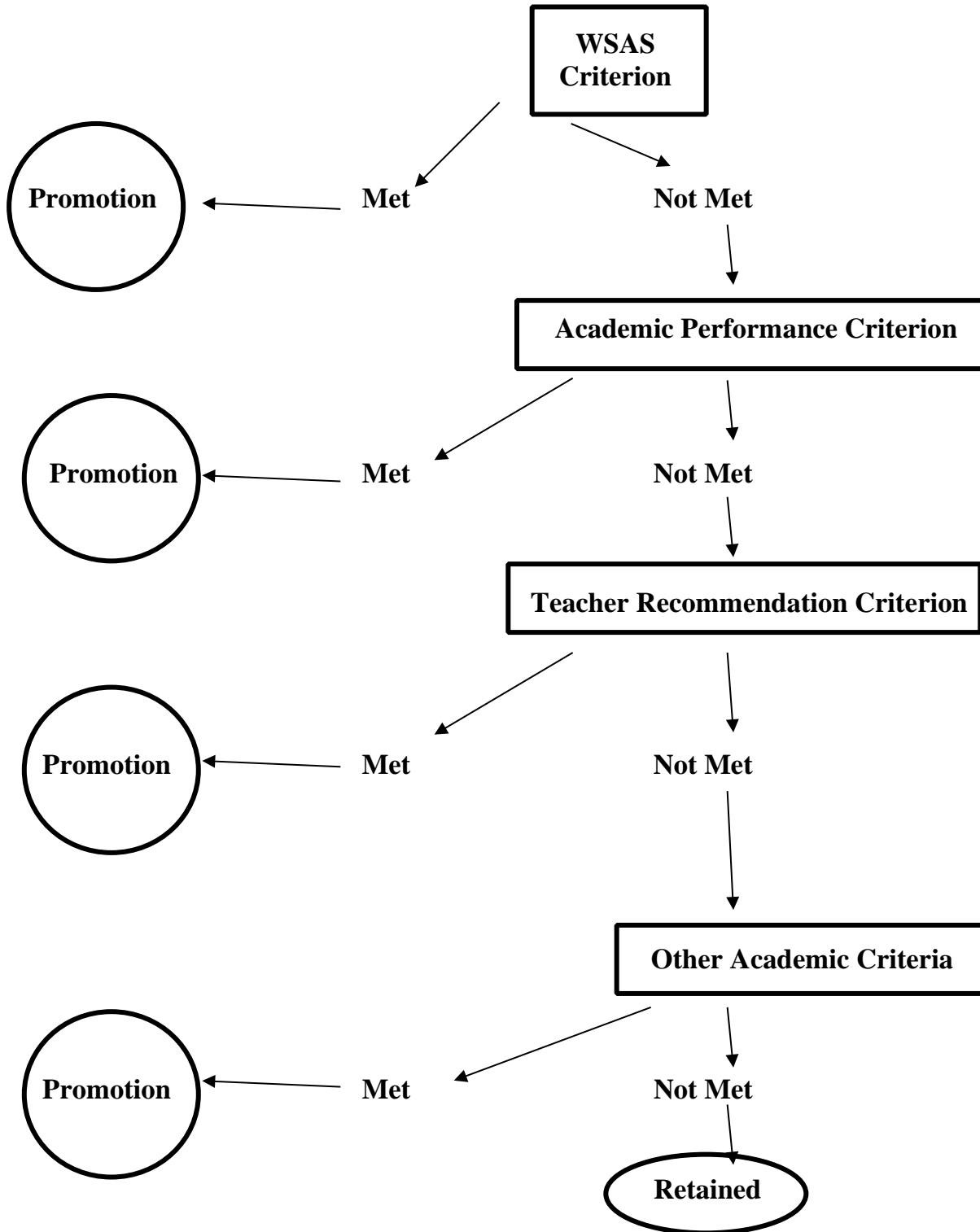
APPROVED: 4/23/01

REVISED and APPROVED: 11/21/16

[Back to Top](#)

Exhibit 345.7 - Grade Advancement Policy

The procedure for grade advancement is diagrammed below.



[Back to Top](#)

POLICY 345.8 - GRADES FIVE, SIX, SEVEN PROMOTION POLICY

INTERVENTION GUIDELINES

It is the expectation of the Rosendale-Brandon School District that all students demonstrate achievement of the minimum standards of competence required before being promoted to the next grade.

Intervention steps will be taken in attempt to avoid student failure and/or retention.

1. Parents of students experiencing academic difficulty will be requested to attend an intervention meeting. The student will be expected to attend the meeting.
2. After quarter grades are final, parents of students with failing grades will be notified by certified letter of the promotion policy and requested to attend an intervention meeting. The Intervention Team will develop a plan of action, which may include: remediation, monitoring, assignment of case manager, etc. The Intervention Plan will include a timeline of parent notification of student progress. If parents fail to attend the intervention meeting, school staff will develop a plan and provide parents with a copy by certified mail.
3. As soon as fourth quarter grades are final, parents and the district administrator will be notified of students being retained.

RETENTION GUIDELINES

A student must pass three of the four core courses for promotion to the next grade level.

CORE COURSES: Math, Social Studies, Science, Language Arts, (each count as one core course)

INTERVENTION TEAM

An Intervention Team will be formed for students experiencing academic difficulty.

THE INTERVENTION TEAM will consist of at least:

1. School Principal
2. Case Manager (school psychologist, school counselor, or LD teacher)
3. Two current teachers of the student
4. Parent(s)/Guardian(s)

The team will consider the circumstances, input from the student, parents, teachers, and other pertinent individuals before making a recommendation to the school principal. The school principal will determine promotion or retention.

Appeals must be presented to the Rosendale-Brandon School Board.

APPROVED: April 23, 2001

[Back to Top](#)

POLICY 345.11 - CLASS RANK

In determining class rank and cumulative grade point averages for students in the Rosendale-Brandon Public Schools, all courses taken at Laconia High School grades 9-12 shall be used to determine student rank. Classes taken from accredited institutes of higher education (IHE) shall also be entered in as credit and entered into grade point averages for determining student rank with prior principal approval.

Students must have minimum of three consecutive semesters at Laconia Senior High School prior to their graduating semester in order for their grade point average to be used to determine their class rank.

APPROVED: 12/19/94

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 345.12 - CREDIT APPROVAL AND TRANSCRIPT RECORDING

- A. Granting of credit for summer courses taken outside the district
 1. Amount of credit to be determined by performance and the number of class hours attended.
 2. Subject to prior approval of the principal.
 3. Previous earned credit from Summer School will be evaluated.
- B. A student who fails a required course and retakes the course in Summer School, will have both the original and the retake grade entered into their transcript.
- C. A student who fails a required course and retakes it the next year will have both the original and the retake grades entered into their transcript.
- D. A student, who fails an elective course and retakes it will have both the original and the retake grades entered into their transcript.
- E. Students will not be allowed to take a required or an elective class over with the same curriculum to obtain a higher grade. If the student does not agree with the above they have the right to appeal the decision to the building principal and the Board.
- F. All credits and grades transferred by a student entering the Rosendale-Brandon School District will be converted into the existing grade and credit system approved for high school graduation. Weighted grades transfer only when the Rosendale-Brandon School District offers the same course for weighted credit.

APPROVED: 01/24/94

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 345.13 - EIGHTH GRADE STUDENTS TAKING HIGH SCHOOL CLASSES

It is the policy of the Rosendale-Brandon School District to encourage eighth grade students to participate in designated high school class offerings. The following standards shall be in place for eighth grade students who take part in high school class offerings.

1. Eighth grade students will earn high school credit in math, if they successfully complete the high school math class offering.
2. High school classes taken by eighth grade students will not count in the student's high school grade point average.

APPROVED: 6-15-92

REVISED AND APPROVED: 12-19-94

[Back to Top](#)

POLICY 345.41 - ACCELERATION POLICY

The Rosendale-Brandon School District recognizes the need for educational alternatives when a student exhibits evidence of high academic proficiency in one or more areas of the curriculum. These alternatives may include acceleration beyond a specific grade level, subject and/or course included in the normal program and curriculum sequence.

When high academic proficiency is exhibited across all subject areas, consideration will be given to advanced grade placement.

An evaluation of the child's potential to benefit from subject or grade acceleration shall be required. Evaluation shall include test data, IQ, observations by staff, and academic performance.

A student may be referred for grade acceleration or subject or course sequence acceleration by a parent/guardian, teacher, guidance counselor, gifted & talented coordinator, or administrator.

Following referral for grade acceleration, or subject or course sequence acceleration, a comprehensive evaluation will be conducted, including a conference which includes the principal, school psychologist, counselor, teacher(s), GT Coordinator, and the child's parent(s)/guardian(s) to consider the appropriate placement. Consideration will be given to intellectual functioning, academic skill level and socio-emotional adjustment.

A decision to *recommend* grade acceleration, subject or course acceleration will be the decision of the assessment team consisting of the Gifted & Talented Coordinator, teacher(s), principal, parents/guardians and other school personnel. Documentation of acceleration will be placed in the student's cumulative file.

An on-going evaluation of placement will be conducted to ensure that the student is receiving appropriate programming.

Grade Acceleration

1. Parent(s)/guardian(s) will submit a written request to the building principal identifying their request for grade acceleration.
2. Student must demonstrate a minimum level of mental development (intelligence) equivalent to 130 IQ score or above on a district intelligence test ***Intellectual functioning***
3. Based on district assessment data, student will be required to demonstrate a minimum skill level proficiency (academic) equivalent to the top 15% of students in the grade s/he will be placed. ***Academic skill level***
4. Based on evaluation by school counselor, GT Coordinator, school psychologist, teacher(s), and administrator, it will be concluded that student's social-emotional maturity is at a level where acceleration is desirable. ***Socio-emotional level***

Subject/Course Acceleration

Subject/course acceleration would follow the same guidelines as outlined in Grade Acceleration.

APPROVED: 12-20-10

[Back to Top](#)

Exhibit 345.41 - GIFTED EDUCATION ACCELERATION PROCEDURE FLOWCHART

Step 1: Initiate Referral

Initiate a referral for individual evaluation by:
-teacher -parent -self -other

Step 2: Review Programming Options

Collaborate with Gifted Education personnel, classroom teachers(s), and principal to determine:
what regular classroom differentiation and beyond the regular classroom
programming options have been explored and
to what extent these programming options are meeting student's needs

No. specific needs of student cannot be met

Continue referral for
individual evaluation

Yes. specific needs of student can be addressed

Initiate programming options
Continue programming options

Step 3: Obtain Written Permission

Written permission is given by parent/guardian to continue acceleration evaluation procedure.

Yes

Continue

No

Referral is stopped

Step 4: Continue Evaluation

Continue collaborative evaluation using district evaluation data

Step 5: Interpret Data

Interpret data from the assessments by a school team including the Gifted & Talented Coordinator, teacher(s), principal and other school personnel.

Step 6: Review Data

Review data from the assessments by a team including the Gifted & Talented Coordinator, teacher(s), principal, parents/guardians and other school personnel. Programming recommendations are made based on this data

Step 7: Reach Consensus

A consensus is reached regarding programming recommendations within 30 school days from the initial referral date.

Yes

An Assessment Summary Report and Planning Sheet is completed. This includes a/an:

- implementation plan
- transition plan
- monitoring plan
- review plan

No

A written appeal within 30 school days of the team meeting may be made to the District Administrator. After consultation with school personnel and the Gifted & Talented Coordinator, a written response is made.

An additional appeal may advance to the Board of Education.

[Back to Top](#)

POLICY 345.62 - COMMENCEMENT CEREMONIES

Commencement ceremonies shall be held each spring for students graduating from a Rosendale-Brandon School District high school. Only those students who have met the district's graduation requirements: are wearing the prescribed cap and gown or other prescribed dress; have satisfied all obligations to the school, such as paying fees and fines, serving detention time, returning books, locks, and uniforms; and have either attended or had the high school principal's written permission to not attend the commencement ceremony practice may participate in the ceremony. Students are not required to participate in commencement ceremonies but are encouraged to do so.

Students who have met all the above points of the policy except graduation credit requirement may be allowed to participate in graduation ceremonies provided they can demonstrate to the building principal's satisfaction a plan for completing their graduation requirements prior to August of their graduation year.

After graduation ceremonies, diplomas will be mailed to students. Students whose conduct was not appropriate during commencement ceremonies will be given detention time. Students receiving additional detention time will need to take care of assigned time prior to receiving their diplomas.

Graduation Guidelines

1. Gowns of each school shall all be the same color.
 - Laconia students will wear Green
 - Cirrus students will wear Royal Blue
2. The slide presentation will be no longer than 25 minutes.
3. Gifts to the principal will be prohibited.
4. Sunglasses are not to be worn.
5. The practice of "silly string" will be confined to only the graduates after the ceremony.
6. The recommended dress code includes:
 - Boys - Dress pants (no blue jeans)
Nice shirt
Appropriate shoes
 - Girls - Nice outfit - dress or pants ensemble
Dress shoes
7. Any other actions deemed inappropriate by the principal will result in detention time. Detention time must be made up prior to receiving a diploma.

APPROVED: 4/27/98

REVISED and APPROVED: 11/21/16

[Back to Top](#)

POLICY 346 - TESTING PROGRAMS

The testing program in the Rosendale-Brandon School District shall be designed to yield information on student achievement and study ability. Professional staff is expected to use the test results as an aid in the evaluation of individual students and instructional programs designed to ensure student success in the home, school, community, and as citizens in our democratic nation.

The district administrator shall issue regulations to ensure the confidentiality of testing reports and results. General testing reports shall be made to the Department of Public Instruction and to the public in accordance with state law.

The district testing program shall embody those tests required by state laws and regulations.

The Rosendale-Brandon School District shall not discriminate in the methods, practices and materials used for testing and evaluating student on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

APPROVED: May 17, 1993

REVISED AND APPROVED: November 21, 2011

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

POLICY 346.1 - COMPETENCY-BASED TESTING

The Board of Education of the Rosendale-Brandon School District supports the concept that the competency-based testing program will improve skill levels for students lacking the basic knowledge in reading, language arts, and mathematics needed to function in society. Further, the Board supports the concept that the implementation of the competency-based testing program will increase the responsibility of administrators, teachers, parents and students for the educational results attained by the district. Implementation of the program will allow the district to:

- Monitor the progress of students;
- Measure the competence of students in reading, language arts, and mathematics;
- Determine and implement remediation activities for those students who do not meet the district's standards of competence;
- Provide information to the public regarding basic skills areas;
- Provide information necessary for curriculum development and reform and instructional change.

To achieve these purposes, the Board directs the administration and staff to develop and implement competency-based testing program activities consistent with Chapter 241, Laws of 1981, State of Wisconsin.

The purpose of the pupil competency-based testing program is to ensure that students have attained the district's minimum standards of proficiency in reading, language arts and mathematics.

The Rosendale-Brandon School District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: Procedure 346.1 Competency-Based Testing Procedures
Rule 346.1, Competency Based Testing Guidelines
411 Rule, Student Discrimination Complaint Procedures

APPROVED: June 1991

REVISED AND APPROVED: May 17, 1993

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

CBT GOAL AND PURPOSE STATEMENTS:

- A. The Board of Education of the Rosendale-Brandon School District supports the concept that the competency-based testing program will improve skill levels for students lacking the basic knowledge in reading, language arts, and mathematics needed to function in society. Further, the Board supports the concept that the implementation of the competency-based testing program will increase the responsibility of administrators, teachers, parents and students for the educational results attained by the district. Implementation of the program will allow the district to:
- a. Monitor the progress of students.
 - b. Measure the competence of students in reading, language arts, and mathematics;
 - c. Determine and implement remediation activities for those students who do not meet the district's standards of competence.
 - d. Provide information to the public regarding basic skills areas.
 - e. Provide information necessary for curriculum development and reform and instructional change.

Therefore, to achieve these purposes, the Board directs the administration and the staff to develop and implement competency-based testing program activities consistent with Chapter 241, Laws of 1981, State of Wisconsin.

- B. The purpose of the pupil competency testing program in Rosendale-Brandon School District is to ensure that students have attained this district's minimum standards of proficiency in reading, language arts and mathematics.

APPROVED: 6/91

[Back to Top](#)

To attain this purpose, this district will:

1. Identify, through a process actively involving administrators, teachers and parents, competencies in reading, language arts and mathematics which nearly all students should attain by designated grade levels;
2. Provide adequate, logically organized instruction in the competencies designated as representing these proficiency standards;
3. Competency-based testing results will be integrated into the ongoing K-12 evaluation procedures to monitor student progress in these areas of reading, mathematics and language arts.
4. Administer pupil competency tests at grades 3, 7, and 10 to verify student attainment of these competencies;
5. Provide appropriate diagnosis and remediation for students not attaining the designated competency standards;
6. Provide multiple opportunities for students to retake competency tests previously failed;
7. Report each student's competency test results to their parent (s) or guardian (s) and provide further home-school communication regarding their student's subsequent educational needs;
8. Report each school's competency test results to the school board; and
9. Establish a curriculum improvement plan to address any deficiencies indicated in the test reports.
10. Provide procedures for parents, students, and teachers to appeal decisions regarding student placement in remedial programs based on competency test results.
11. Establish guidelines regarding competency testing of transfer students.
12. Establish guidelines regarding competency testing of EEN students.
13. Establish guidelines regarding competency testing of limited English speaking students (LES).
14. Establish guidelines for conducting a bias review of competency tests.
15. Establish a periodic review of the District Competency-Based Testing plan.

[Back to Top](#)

RULE 346.1 - COMPETENCY-BASED TESTING POLICY GUIDELINES

Policy Statement No. 1: Identify, through a process actively involving administrators, teachers, and parents, competencies in reading, mathematics, and language arts which students should attain at designated grade levels.

Procedures

- A. Competencies in areas of reading, mathematics, and language arts selected for testing will:
 - 1. fairly represent the scope and sequence of curriculum for each program (mathematics, reading, and language arts).
 - 2. be those which all students at the grades tested have received instruction by the time of testing.
 - 3. be those which all students should have mastered by the time of testing.
 - 4. be key competencies and limited in number to accommodate both the curriculum and the testing program.
- B. Competencies in areas of mathematics, reading and language arts will be selected through a process which:
 - 1. involves review and adoption procedures by curriculum and steering committees with representative membership including board members, teachers, parents/guardians, and administration.
 - 2. prioritize all program competencies to identify those most important for testing.

Policy Statement No. 2: Provide adequate, logically organized instruction in the competencies designated as representing these proficiency standards.

Procedures:

- 1. Ensure that competencies are selected from a comprehensive, sequentially developed curriculum.
- 2. Provide staff development activities to support the instruction of identified competencies.
- 3. Select core instructional materials which are designed to develop the key competencies.

Policy Statement No. 3: Competency-based testing results will be integrated into the ongoing K-12 evaluation procedures to monitor student progress in these areas of mathematics, reading and language arts.

Procedures:

- 1. Collect individual student data
- 2. Collect classroom data
- 3. Collect grade level data
- 4. Collect district data
- 5. Collect and monitor program outcomes

Policy Statement No. 4: Administer competency tests at grades 3, 7, and 10 to verify student attainment of these competencies in mathematics, reading and language arts.

Procedures:

- 1. Mathematics Competency Tests become operational during the 1985-86 school year
- 2. Reading Competency Tests become operational during the 1986-87 school year in grades three, seven, and ten
- 3. Language Arts Competency Tests become operational during the 1987-88 school year

Policy Statement No. 5: The district will provide appropriate diagnosis and remediation for students not attaining the designated competency standards.

Procedures: Students in designated grades who are not able to attain district competency standards will receive diagnostic services and on the basis of need, be placed in one or more of the following remediation programs:

DISTRICT REMEDIATION

All Levels: Summer School courses designated to meet student needs.

BUILDING REMEDIATION

Elementary: Remedial pull-out programs designed for delivery to individual or small groups of students.

Middle School: Courses designated to remediate student skill deficiencies.

High School: Courses designed to remediate student skill deficiencies.

CLASSROOM REMEDIATION

All Levels: Scheduling and/or regrouping of students into courses designed to provide additional instruction of student skill deficiencies. Instruction will focus on remediation of specific competencies failed.

Follow-up: Remediation will be required until students retake and pass the specific competencies failed.

Policy Statement No. 6: Provide multiple opportunities for students to retake competency tests previously failed.

Procedures: For students who have failed a competency-based test.

1. The program coordinator in communication with the building principal may provide for retesting based upon teacher referrals at all levels of instruction as well as counselor and student appeal at the high school level. This applies to situations where it is felt that extenuating circumstances have affected a student's test-taking performance.
2. Retesting of students receiving remediation will occur at the end of the course at both the middle and high school levels of instruction. Retesting of elementary school students will occur before the student leaves the remediation program.
3. Retesting of students will be administered by a person designated by the building principal.

Policy Statement No. 7: Report each student's competency test results to his/her parent(s) or guardian(s) and provide further home/school communication regarding their student's subsequent educational needs.

Procedures:

1. Parent(s) or guardian(s) will receive a written report of the student's test results within twenty (20) school days of the return of these results from the scoring service.
2. The report will include those competencies passed and failed by the student.
3. Plans for remediation will be included in this report.
4. Parent(s) or guardian(s) will be required to confirm, by their signature, that they have read and understand the contents of the report in its entirety.

Policy Statement No. 8: Report competency test results to the Board of Education.

Procedures: Rosendale-Brandon Board of Education will receive an annual report of the competency-based test results in mathematics, reading, and language arts for all levels tested. This report will address the following topics:

1. Purpose for testing.
2. Populations tested or not tested.
3. Competencies tested.
4. Testing dates.
5. Test development and/or selection.
6. Test results.

7. Summary of test results.
8. Recommendations.

Policy Statement No. 9: Establish a curriculum improvement plan to address any deficiencies indicated in the test reports.

Procedures:

1. Competency-based test results will be provided for the Administration's review and analysis. Long and short-term goals and objectives will be identified for implementation throughout the school district.
 - a. Long-term goals and objectives will be provided to district standing committees for inclusion into the curriculum development process.
 - b. Short-term goals and objectives will be provided to building principals.
2. Evaluation of the curriculum improvement plan will be conducted by the Board of Education.

Policy Statement No. 10: Provide procedures for parents, students, and teachers to appeal decisions regarding student placement in remedial programs based on competency test results.

Procedures: Parents, students, or teachers who wish to appeal the placement in remediation based on competency-based test results:

1. Must appeal within twenty (20) school days of the placement notification in writing to the building principal.
2. Will receive a decision on the appeal within ten (10) school days in writing from the building principal.
3. May carry the appeal about the previous decision to the competency-based testing director in the form of a written request for a conference. A decision based upon a review of the appeal process will be given to the person(s) issuing the request within ten (10) school days following this conference.
4. May request a hearing with the Board of Education to appeal the placement decision.

Policy Statement No. 11: Establish guidelines regarding competency testing of transfer students.

Procedures:

1. Parent(s) or guardian(s) of transfer students should be notified of the district competency-based testing at the time of student registration.
2. Parent(s) or guardian(s) of students transferring into the Rosendale-Brandon Schools may choose to have competency-based testing waived for a maximum of two (2) years.

Policy Statement No. 12: Establish guidelines regarding competency testing of EEN students.

Based on the belief that all handicapped students should be afforded the same educational benefits, opportunities, and accesses to educational programs as non-handicapped students, the competency-based testing program will be made available to, but not mandatory for all EEN students. Participation of EEN students on an individually determined basis in said program will allow for:

1. Identifying educational achievement of EEN students
2. Providing information for the purposes of reintegrating EEN students
3. Further diagnosis of learning problems in EEN students
4. Providing a further diagnostic base for programming and intervening with respect to the identified deficit areas

Procedures:

1. Participation of EEN students in the competency-based program will be determined by each student's EEN teacher(s) and parents/guardians at the yearly IEP conference. The decision made to participate or not participate will be so noted on the student's IEP, thus becoming part of his/her program.

- a. Participation of EEN students new to his/her EEN teacher will be determined as stated above along with a recommendation by the student's previous teacher. This practice is applicable to students who have had in-district programs or grade level changes. For those students new to this district the determination will be made by EEN teacher(s), and parents/guardian(s), but consultation with the student's previous teacher is recommended where and when possible.
 - b. EEN students who are not mainstreamed and do not pass the competency test will be remediated in the EEN program.
2. Any EEN student mainstreamed in reading or mathematics, or language arts will participate in the competency-based testing program in the respective and applicable content area(s) under the guidelines set forth for non-EEN students with the exception of possible test modifications.
 - a. Mainstreamed EEN students who do not pass the competency test will be remediated in the most appropriate remediation program as determined by the student's EEN and mainstreamed teachers.
 - b. If an EEN student meets the minimum competencies in reading, mathematics, and language arts he/she will be referred by the EEN specialist for re-evaluation for possible reintegration in the mainstream, except where obvious physical or emotional handicapping conditions prevent such reintegration.
3. Competency test administration modifications are permissible for EEN students where and when deemed necessary. However, any modifications should never alter the test content. These modifications should never alter the test content. These modifications apply to EEN students enrolled in EEN classrooms as well as mainstreamed EEN students.
 - a. Such modifications include, but are not limited to, the following:
 - the use of Braille for non-sighted students.
 - the elimination of time limits where necessary and appropriate.
 - the use of taped directions and taped mathematical work problems along with the written word.
 - individual administration of the competency test for severely handicapped students or other EEN students who will not be able to respond in the necessary manner.
 - b. Other test administration modifications not mentioned above must receive district approval before test administration from the competency based testing coordinator.

Policy Statement No. 13: Establish guidelines regarding competency testing of limited English speaking students (LES).

LES Defined: A limited English speaking student is defined as any student who, as a result of limited English speaking abilities, performs below chronological grade level requirements of academic courses which are taught in English and meet the criteria as set forth under P.I. 13.03.

Procedures:

The competency-based testing program will be available to, but not mandatory for limited English speaking students in the disciplines of reading, mathematics, and language arts.

1. The district reading specialist and building administrator shall identify the student(s) in the School District of Rosendale-Brandon:
 - a. whose primary language is non-English, or
 - b. whose family's primary language is non-English, or
 - c. in whose daily non-school surroundings a non-English language is used.
2. Identified limited English speaking students (LES) shall be exempted from competency testing.

3. Participation in the CBT program will be made available to the LES upon written request from the student, parent, guardian, and/or teacher.
4. The district reading specialist and the building principal shall notify the student's parents/guardians (P.I. 16.05) in writing regarding the student's exemption from the competency testing program. The notice shall be provided in English or in the native language when necessary. The school board shall use whatever other means of communication necessary to ensure that the parents/guardians understand.

Policy Statement No. 14: Establish guidelines for conducting a bias review of competency tests.

Procedures:

1. A bias review of all test items will be made to prevent an item from reinforcing negative attitudes toward legally protected groups residing in the school district. These groups have been identified by the State of Wisconsin as follows:
 - a. Hispanic Americans
 - b. Asian-Pacific Islanders
 - c. Black Americans
 - d. American Indians
 - e. Caucasians
 - f. Handicapped persons
2. All test items will be reviewed by a bias-review committee whose members represent parents, teachers, administration, and Pupil Personnel Services.
3. All test items will be reviewed and identifiable group reference items will be evaluated based from the following perspectives:
 - a. factual content and positive or negative feelings evoked by each item.
 - b. controversial issues must not be included unless they are both relevant and essential to effective measurement.
 - c. group reference items should be reviewed from the perspective of test takers who do not have an answer key. When an examiner must know the correct key to prevent an item from reinforcing negative attitude, the item should be rejected.
 - d. test will be reviewed that ensure they do not contain language or symbols which reinforce stereotypes judged to be generally offensive.
 - e. test items will be screened for caution words and phrases (i.e., lower-class, race, etc.) found in offensive material.
 - f. efforts will be made to identify and eliminate sexism written into test items.
 - g. test items will be evaluated for underlying assumptions (subtle secondary premises) found in material that reflects an individual's ethnic beliefs.
 - h. context consideration will be reviewed where passages that some groups may be sensitive to are included in the test. Four areas of particular concern include the historical, literacy, legal and health domains.
4. The bias review committee will document issues raised by test items and forward this information to the test developers for action.

Policy Statement No. 15: Conduct a periodic review of the district competency-based testing plan.

Procedures: The Board of Education will conduct an annual review of the following competency- based testing program results:

1. Has the purpose(s) for competency-based testing been realized?
2. Has appropriate information for decision-making been collected?
3. Has the appropriate test (shelf, item bank, commercial, district-developed) been administered?
4. Has administration been efficient and readily understood by staff and students?
5. Have scoring and analysis been organized and studied in a systematic manner?
6. Have reports of competency-based testing results been prepared and published for various audiences (parents, students, staff, community, and Board of Education)?
7. Have provisions been made to follow-up on recommendations generated by test reports.

[Back to Top](#)

POLICY 347 - NOTICE OF STUDENT RECORDS

The Rosendale-Brandon School District maintains student records for each student attending school in the District. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent or guardian, or an adult student, grants permission. Adult students, or the parent or guardian of a minor student, may inspect student records kept by the school in accordance with Board policy and procedures, and may challenge the content if they believe it to be inaccurate or misleading. Copies of the Board's student records policy and procedures are available upon request at the District Office 300 W. Wisconsin Rosendale, WI 54974

Regular office hours are 7:30 a.m. to 4:00 p.m.

Complaints regarding student records may be made to the District Administrator.

Further, the Rosendale-Brandon School District Board of Education has designated the following student record information as directory data: student's name, present address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and athletics, weight and height of members of athletic teams, dates of previous educational agency or institution attended by the student. This directory data shall be considered public information and may be released to any person unless the parent, guardian or adult student informs the school that all or any part of the directory data may not be released without the prior consent of the parent, guardian or adult student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student, parent or guardian or after the District has been restricted from doing so by any of those parties.

RECORDS: PUPIL - ADMINISTRATIVE PROCEDURES

Schools typically maintain extensive and confidential information about pupils and their families for legitimate educational purposes including instruction, guidance, and research. Unfortunately, the collection and maintenance of any information about a pupil or his/her family constitutes a potential intrusion on privacy. At the same time, society, by its approval of our educational institutions, legitimizes such intrusions, at least in those cases where the information collected can be demonstrated to be necessary for the effective performance of designated educational functions.

INTRODUCTION

- A. The prime reason for keeping pupil records is to help the individual student succeed in school.
- B. Another reason for keeping student records is to supply such information about students as may be required by law.
- C. The public school has both a specific legal obligation and inherent moral one to promote the welfare of the child and the public. Usually there is no conflict between what the law requires and what parents want, but in those occasional situations where differences cannot be adjusted amicably, the requirements of law must prevail.
- D. Employees are expected to use a good professional judgment, act in "good faith" and not act capriciously in the use and release of student information. "Good Faith" means being faithful to one's duty or obligation, acting with good motives and intent, honestly refraining from taking unconscionable advantage of the student, making an honest effort to ascertain the true facts, and acting honestly without fraud, collusion or deceit.

PRINCIPLES OF PRIVACY

- A. Students and/or their parents should have access to information about students in record-keeping systems. And, there should be some procedure for individuals to find out how this information is being used.
- B. There should be some way for an individual to correct or amend an inaccurate record.
- C. An individual should be able to prevent information from being improperly disclosed or used for other than authorized purposes without his or her consent, unless required by law.
- D. The custodian of data files containing sensitive information should take reasonable precautions to be sure that the data are reliable and not misused.

DEFINITIONS

- A. Pupil Records means all records relating to individual pupils maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required to hold a certificate, license or permit if such records and notes are not available to others, nor does it include records necessary for, and available only to persons involved in the psychological treatment of a pupil.
- B. Progress Records means those pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record and records of the pupil's school extracurricular activities.
- C. Directory Information is information contained in school publications, newspapers, yearbook, commencement programs, honor day programs; published honors and awards; and weights and heights of members of athletic teams.
- D. Behavioral Records means those pupil records which include psychological tests, personality evaluations, records of conversations, behavior, tests relating specifically to achievement or measurement of ability; the pupil's physical health records and any other pupil records which are not progress records.

CONFIDENTIALITY

- All pupil records maintained by a public school shall be confidential, except as provided in paragraphs A thru G below.
- A. An adult pupil, or the parent or guardian of a minor pupil, shall open written request, be shown and provided with a copy of the pupil's progress records.
 - B. An adult pupil or the parent or guardian of a minor pupil shall, upon written request, be shown, in the presence of a person qualified to explain and interpret the records, the pupil's behavioral records. Such adult pupil or parent or guardian shall, upon written request, be provided with a copy of the behavioral records.
 - C. The judge of any court of this state or of the United States shall, upon written request, be provided by the school district clerk with a copy of all progress records of a pupil who is the subject of any proceeding in such court.
 - D. Pupil records may be made available to persons employed in the school which the pupil attends who are required to hold a certificate, license or permit.
 - E. Upon the written permission of an adult pupil, or the parent or guardian of a minor pupil, the school shall make available to the person named in the permission the pupil's progress records and such portions of his behavioral as determined by the person authorizing the release.
 - F. Pupil records shall be provided to a court in response to subpoena by parties to an action for in-camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action of their attorneys if said records would be relevant and material to a witness's credibility or competency.
 - G. The school board may provide the department or public or officer with any information required under chs. 115 to 121.

INFORMATION CONTAINED IN

A. Progress Records

1. Pupils grades
2. Statement of courses pupil has taken
3. Attendance record
4. Record of extra curricular activities
5. Identifying information

B. Behavior Records

1. Health data
2. Standardized achievement test scores
3. Standardized aptitude test scores
4. Psychological reports
5. Personality and interest test scores
6. Records of conversations
7. Family background data
8. Social worker reports
9. Teacher observations
10. Counselor observations and ratings
11. Disciplinary records
12. Any written record pertaining to an individual pupil's behavior
13. Reports of Parent-Teacher Conferences
14. Cumulative individual reading/math record
15. Reading specialist reports
16. Speech Pathologist reports

AGENCY REPORTS

Agency reports are not a part of the student record. They include those confidential reports received from cooperating agencies such as child welfare or family service organizations, juvenile offices, hospitals, clinics, correctional institutions and other agencies that are working or have worked with the student. These agency reports will be returned to the originating agency as soon as practical after their usefulness has been accomplished in the school. A note will be placed in the Behavioral portion of the pupil records that (name of agency) furnished the school with information on (pupil's name). If the adult student and or his/her parents desire to see this report they should contact the (agencies name) for review of the report.

WORKING NOTES OF THE PROFESSIONAL WORKER

The working notes of the professional worker are not a part of the student record. They include information about the student that is confidential, temporary, or technical in nature. They include unverified information, tentative diagnosis, personal observations, and evaluations which the professional worker may wish to note as he/she attempts to assess the student's progress, growth and development. The professional worker treats such information with the same type of confidentiality that common law recognized between parent and child. At such time when any of the above information becomes verified factual data it will be filed in and become part of the Behavioral Record of the student.

MAINTENANCE OF RECORDS

Progress Reports are those items as defined under Definitions (B). The Rosendale-Brandon School Board adopted the policy that Progress Reports of graduates and dropouts of Laconia High School are to maintained in perpetuity while Progress

Reports of transfer students, etc. are to be maintained for a period of five years after the student ceases to be enrolled in school. Wisconsin law states that "Pupil Records need not be maintained for a period of longer than five years after the pupil ceases to be enrolled in the school."

Behavioral Records are those items as defined under Definitions (D). The Rosendale-Brandon School Board adopted the policy that these Behavioral Records will be maintained for one year from the date the pupil last attended one of the Rosendale-Brandon Schools.

Behavioral Records may be maintained for a period of five years from the end of the academic year in which the pupil last attended one of the Rosendale-Brandon Schools if a signed consent form is on file. The principal of the Rosendale-Brandon School in which the pupil is/was enrolled is responsible for obtaining this consent. Consent will be obtained by forwarding of the RB-L-G-1 (R-Sept.79) form which outlines maintenance of pupil records along with a consent form, RB-L-G-2 (Jan. 75), which is the form to be signed indicating which records, if any, are to be maintained by the school district beyond the one year period.

ACCESS TO PUPIL RECORDS

Personnel licensed by the Department of Public Instruction are by law the only ones authorized ready access to pupil records with the exceptions listed under confidentiality.

Secretarial help are authorized access in the maintenance of Progress and Behavioral Records under the supervision of licensed school personnel.

Student Teachers, practicum students, and interns are considered professional personnel and are thereby authorized access to that information necessary to perform their duties while under the direct supervision of licensed school personnel.

Teacher Aides are paraprofessional personnel employed by the school district to assist the classroom teacher. They work under the direct supervision of the classroom teacher.

Student Aides and other personnel not listed above are in no way authorized access or will assist in the maintenance of any Progress or Behavioral Record information. Student Aides may assist secretaries in maintaining hourly and daily attendance records but will not enter this information on the permanent record card, Progress Report.

Parents and/or adult pupils may request to view the school records by completing Rosendale-Brandon form RB-L-G-3 (Jan. 75). The request will be complied with within 45 calendar days of the date of the request. The building principal is the person designated to set up the records review. She/he will review the records and have personnel readily available to answer questions; i.e. counselor, school psychologist, social worker, teacher(s) etc.

Outside Agencies Any person, agencies, or organizations outside of the Rosendale-Brandon Schools will be required to go through the building principal who will determine the legitimate educational or other interest in seeking this information. If their interest is legitimate they will be required to complete Rosendale-Brandon form RB-L-G-4 (Jan 75) which form then becomes a permanent part of the pupil's Behavioral Record indicating which person(s) have reviewed the records and the reason why.

For purposes of ready audit of which outside persons, agencies, organizations have viewed pupil records, the building principal's secretary will keep a running account on Rosendale-Brandon form RB-L-G-5 (Jan 75).

COLLECTION OF INFORMATION

The collection of information and maintenance, and upkeep of the pupil records is the responsibility of the person(s) who have these records in their possession, i.e., principal, teacher and/or counselor.

PROGRESS RECORDS

All Progress Records will be maintained on a permanent record cardex form. It is the only one authorized for use in this school district, grades K-12. Nothing in this Pupil Records Administrative Procedure is to be constructed as directing a wholesale revision of the permanent records cards. The guidelines will be complied in-so-far-as-possible with the existing permanent records cards and with the new permanent records cards being opened for students new to the Rosendale-Brandon Public Schools.

K-8 Side

The top portion of this side contains all the identifying data about a student. It should be as complete as possible. This will be accomplished by the person having custody of the permanent record card. Some of the information appears to be irrelevant; however, it is very useful background information about a student.

The bottom portion of this side is the student's scholastic record. The student's achievement will be entered on a semester basis by the person having custody of the student's permanent record card except in the middle school this will be accomplished by each teacher for their subject.

The student's attendance record and promoted-to will be entered by the person having custody of the record based on information provided by the school office. In the middle school this will be entered by the class advisors.

9-12 Side

Top portion of the 9-12 Progress Record contains basic identifying information, name, verified birth date and certified information with regard to school attended, graduation date, rank in class and final (8th semester) grade point average.

Next on the top portion is a listing of extra and co-curricular activities and honors followed by school attendance, transfer-withdrawal, transcript, and student photo information.

The bottom portion of the card is the student's scholastic record. Grades will be entered on a semester basis, indicating semester taken, and final grade for the year. Grade points, cumulative grade points, yearly and total credits to date will also be entered by the school secretary.

All information on the progress cardex will be entered by a designated school secretary.

It is extremely important that all information on this cardex form be accurate and factual as this information is furnished in photo copy form to post secondary institutions and prospective employers.

BEHAVIORAL RECORDS

All Behavioral Records as defined in Definitions (D) and Information contained in (B) will be maintained in a separate folder known as the cumulative folder. In the Rosendale-Brandon School District plain manila file folders are used as the cumulative folder. On the tab the student's last name followed by first name will be printed. On the inside, across the top, starting at the left side, the student's yearly photo's will be affixed with the academic year taken printed underneath. The student's senior year photo will be affixed to the appropriate space on the permanent record card.

MAINTENANCE AND DESTRUCTION OF SPECIFIC RECORDS

Emergency Data Form

This form is filled out by the parents at the beginning of each school year and lists the personnel to be contact in case of an emergency. Having served its purpose, it is to be destroyed at the beginning of the next school year when the new updated form is received from the parents.

Health Data/Guidance Data Form

Secretaries are responsible for entering identifying data, vision, hearing and other health information. The identifying data will be taken off of the permanent record card. The immunization record and record of past illness will be filled in from the registration form. The vision and hearing information will be entered off of the appropriate forms furnished by the school

nurse, which forms will then be destroyed. Other health data will be entered as it is received. If the records are kept in the custody of the classroom teacher than she/he is responsible for entering this data.

The height and weight data will be entered on a yearly basis by the physical education teacher of that student.

GUIDANCE DATA

This portion of the form will not be filled out as it is subjective information.

Standardized Test Information

- A. Reading On the Cumulative Individual Reading Record will be entered the end of book test scores and the end of level test scores. Scores obtained by the pupil above the critical score will be entered on the card in blue or black ink, scores below the critical score will be entered in red ink while the retest scores will be entered in green ink. In this manner we will have a clear picture of where each student is in regard to reading.
- B. Pupil Profile Chart This is a Houghton Mifflin form. On one side of the card the student's developmental scale, expressed in grade equivalent, will be profiled on a yearly basis as shown by their test results from the Iowa Tests of Basic Skills results. In this way a longitudinal record of academic achievement of each student's skill level will be shown on the card, revealing his/her strengths and weaknesses at a glance.
- C. How Are Your Skills? This folder is designed to tell the student and his/her parents how the student is achieving, as shown by the Iowa Tests of Basic Skills. Results are expressed in percentile. In the middle school the students do their own profiling under the supervision of the Guidance Counselor. This folder may be give to those parents who come in for a conference and receive an explanation from a teacher or the counselor.
- D. Aptitude/Interest/Iowa Test of Educational Development The self adhesive labels issued with the test results will be affixed chronologically on a 8 1/2" x 11" card labeled "Aptitude/Interest/ITED Test Results" starting in the upper left corner.

Reading Specialist and Speech Pathologist Progress Reports

These reports will be filed in the Cumulative Folder. At the end of the year when the final, yearly progress report is received, the other progress reports are to be destroyed unless the teacher feels the information in them is not adequately covered in the yearly report; then they may be retained.

Mid-Nine Week (low) Slips

These slips will be kept in the Cumulative Folder during the academic year. They are to be destroyed at the end of the academic year in which they were given.

Student Work/Weekly Reader/Teacher Tests

These items may be filed in the Cumulative Folder during the current academic year. The person having custody of the records will screen them at the end of the academic year for the above information which will be destroyed.

Anecdote Record/Teacher, Counselor Comments

Brief comment by the teacher(s) and/or counselor are to be filed in the Cumulative Folder. This information is to be screened at the end of the academic year and that information which is no longer relevant is to be destroyed.

Parent-Teacher; Parent-Counselor Reports

These reports are to be filed in the Cumulative Folder. They will be screened at the end of the academic year and all but the last one of each type destroyed.

Discipline Reports

These reports will be filed in the Cumulative Folder; screened at the end of the academic year and destroyed or retained as deemed appropriate.

Recommendations

Any recommendation for scholarships, awards, employment, honors, etc. will be filed in the Cumulative Folder and retained.

PUPIL PERSONNEL SPECIALIST REPORTS

The information contained in these reports is confidential and sensitive in nature. These reports must be handled with extreme care.

- A. Psychological Reports usually become outdated after several years at which time they can be destroyed. The counselor will screen this information on a yearly basis and destroy or retain as deemed appropriate.
- B. Social Worker Reports normally contain some family background information which can be entered on the permanent record card. The counselor will indicate to the secretary which information is to be entered on the permanent record card, i.e., number of children in family, change of address, phone number, etc. The fact that the Social Worker reports contain background information indicates that they should remain a part of the student's Cumulative Folder.
- C. Counselor Reports and other information he has the student complete will be filed in this folder. It will be screened by the counselor on a yearly basis and that information which is no longer valid or of value will be destroyed.
- D. Multi-Disciplinary Staffing The complete staffing package report will be filed together and maintained until such time as the student's program changes.

PUPIL RECORDS INFORMATION (RELEASE/OBTAIN) FORM

RB-L-G-6 (R-Sept 79) will be used for the release of or obtaining of information outside of the school district.

Transfer of Pupil

Upon receipt of an official request from the gaining school the secretary will forward all records pertaining to that pupil. Legal Reference 118.125 (4) TRANSFER OF RECORDS A school district shall transfer to another school or school district all pupil records relating to a specific pupil if the transferring school has received written notice from the pupil if he is an adult or his parent or guardian if he is a minor that the pupil intends to enroll in the other school or district or written notice from the other school or school district that the pupil has enrolled.

The date the request was complied with and who complied with the request will be entered on the request which will be retained for a period of five years.

Transcripts

Transcripts requested by post secondary institutions and/or employers will be forwarded only upon receipt of a information release form signed by the parents or of a minor pupil or adult pupil. These forms can be obtained from the institution requesting the transcript or RB-L-G-6 (R-Sept 79) form may be used.

A transcript is defined as the taking of a photocopy of the Progress Record (permanent record card).

Transcripts furnished while the pupil is enrolled in the Rosendale-Brandon School District will be free of charge. Transcripts requested by the student and furnished by Laconia High School after graduation will be charged for at the rate of one dollar per transcript except for the first requested transcript which shall be furnished free of charge.

HEARING PROCEDURE

Public Law 93-380, August 21, 1974. "(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein."

- A. Step 1 Every attempt will be made to resolve any conflict at the time the parents review the records. The school principal is the final authority during this review.
- B. Step 2 Any conflict not resolved in step 1 will be referred to the Rosendale-Brandon Superintendent of Schools by the principal concerned outlining both sides of the conflict. Parents are free to supply any additional information they deem appropriate. The Superintendent of Schools will review the records and notify, by letter, the parties concerned of the date, time, and place of his hearing and requesting their presence.
- C. Step 3 Any conflict not resolved in step 2 will be referred to the President of the Rosendale-Brandon School Board who will appoint a committee of at least three school board members to review the records and conduct a hearing. The chairman of the committee will notify, by letter, the parties concerned of the date, time, and place of their hearing and requesting their presence.
- D. Step 4 If the conflict remains after step 3 the parents may take legal action through the courts.

[Back to Top](#)

RULE 347 - JOB DESCRIPTION "KEEPER OF THE RECORDS"

1. Inform parents and student of their rights under the Family Educational Rights and Privacy Act. This is required by federal law but not state law. This may be accomplished by publishing the information in the student scheduling handbook and/or the student handbook.
2. Be responsible for requests for copies of district policy pertaining to pupil records.
3. Responsible for policy compliance forms – access form, permission to obtain records, permission to release records, permission to keep behavioral records for more than 1 year.
4. Interpret laws pertaining to pupil records to administrators and staff.
5. Be responsible that records are screened at the end of the academic year to insure that the records have been cleaned out in accordance with Pupil Records; Administrative Procedures.

APPROVED: 11/19/79

REVISED AND APPROVED: 11/21/83

[Back to Top](#)

RECORDS: PUPIL CONFIDENTIALITY AND MAINTENANCE

WHEREAS: The school board recognizes that it has the responsibility to collect and maintain information regarding its students.

WHEREAS: The school board recognizes the following categories of pupil records; Progress Records, Behavior Records, and personal records of the teacher and other pupil specialists.

WHEREAS: The school board recognizes that all student records are to be treated as confidential information.

WHEREAS: The school board recognizes the rights of an adult pupil or parent or guardian of a minor pupil to have access to pupil records for review, inspection, and/or correction.

WHEREAS: The school board recognizes the rights of an adult pupil or parent or guardian of a minor pupil to the release of behavioral records of a student.

THEREFORE BE IT RESOLVED:

1. That Progress Records of graduates and dropouts of Laconia High School will be maintained in perpetuity.
2. That Progress Records of transfer students will be maintained for a period of five years after the date last enrolled.
3. That Behavioral Records will be maintained for a minimum of one year after the last day of enrollment.
4. That review, inspection, and/or correction will be at the building principal level. Hearing procedure for correction of records will be as outlined in "Pupil Records, Administrative Procedure".
5. That the keeper of the record has the responsibility for maintenance and ensuring confidentiality of all pupil records in the building they serve.

SOURCE: School District of Rosendale-Brandon

DATE: November 19, 1979

LEGAL REGS.: Wis. Stat. 118.25

Chapter 115

Family Educational Rights and Privacy Act. Title V

Educational Amendments of 1974

P. L. 93-380

P. L. 94-142

RECORDS: PUPIL ACCESS TO PUPIL RECORDS

WHEREAS: The school board recognizes that it has the responsibility to meet state and federal guidelines pertaining to the maintenance of student records.

WHEREAS: The school board recognizes that it has the responsibility to protect the confidentiality of student records.

WHEREAS: The school board recognizes the right of an adult pupil or parent or guardian of a minor pupil to have access to pupil records for review, inspection, and/or correction.

WHEREAS: The school board desires a uniform procedure throughout the school district for the maintenance of student records.

THEREFORE BE IT RESOLVED: That access to student records will be permitted as follows:

1. An adult pupil, or the parents or guardian of a minor pupil, will upon request be shown and provided with a copy of the pupil's progress record. The school will comply with this request within a reasonable length of time, but in no case more than 45 days after the request is made.
2. An adult pupil, or the parent or guardian of a minor pupil, will upon request be show the records, in the presence of a person qualified to explain and interpret the pupil's behavioral records. Such pupil or parent/guardian will, upon request, be provided with a copy of the behavioral records. The school will comply with this request within a reasonable length of time, but in no case more than 45 days after the request is made.
3. Pupil records may be made available to persons employed by the district who are required by the Department of Public Instruction, under s.115.28 (7), to hold a certificate, license, or permit.
4. Should a principal receive a court subpoena for pupil records, he/she will immediately notify the superintendent of schools to determine which records will be released.
5. The judge of any court of this state or of the United States will, upon request, be provided with a copy of all progress records of a pupil who is subject to proceedings in court. The parent will be notified that the request was honored.
6. The school board may provide the Department of Public Instruction or other public officers with any information required under Chapters 115 and 121 of the Wisconsin Statutes.
7. Student records may be used in suspension and expulsion proceedings, and by the multidisciplinary team as provided for under Chapter 115 of the Wisconsin Statutes.

SOURCE: School District of Rosendale-Brandon

Date: November 19, 1979

LEGAL REFS.: Wis. Stat. 118.25

Chapter 115

Family Educational Rights and Privacy Act. Title V

Educational Amendments of 1974

P. L. 93-380

P. L. 94-142

RECORDS: PUPIL MAINTENANCE

WHEREAS: The school board recognizes that it has the responsibility to meet state and federal guidelines pertaining to the maintenance of student records.

WHEREAS: The school board recognizes that it has the responsibility to protect the confidentiality of student records.

WHEREAS: The school board desires a uniform procedure throughout the school district for the maintenance of student records.

THEREFORE BE IT RESOLVED:

1. That the keeper of the records are the guidance directors for the building they service.
2. That the keeper of the records will insure that the administrative procedures pertaining to the student records are followed.
3. That the keeper of the records will insure that the student records are screened at the end of each academic year to insure only current relevant information is maintained.
4. That inquiries about student records will be directed to the guidance director of the building where the records are maintained.
5. That parents who feel the school district has failed to comply with the law may direct complaints to:

Family Educational Rights and Privacy Act Office
Dept. of Health, Education and Welfare
330 Independence Avenue, S. W.
Washington, D.C. 20201

SOURCE: School District of Rosendale-Brandon

Date: November 19, 1979

LEGAL REFS.: Wis. Stat. 118.25

Chapter 115

Family Educational Rights and Privacy Act. Title V

Educational Amendments of 1974

P.L. 93-380

P.L. 94-142

RECORDS: PUPIL PHYSICAL MAINTENANCE

WHEREAS: The school board recognizes the requirement for safeguarding of pupil records.

WHEREAS: The school board recognizes that it has the responsibility to meet state and federal guidelines pertaining to the maintenance of student records.

Whereas; The school board desires a uniform procedure throughout the district for the safeguarding of pupil records.

THEREFORE BE IT RESOLVED:

1. That all progress reports will be microfilmed at the end of each academic year.
2. That the microfilm copy of the progress report will be stored in the vault at the Rosendale State Bank.

SOURCE: School District of Rosendale-Brandon

DATE: November 19, 1979

LEGAL REFS.: Wis. Stat. 118.25

Chapter 115

Family Educational Rights and Privacy Act. Title V

Educational Amendments of 1974

P.L. 93-380

P.L. 94-142

RECORDS: PUPIL TRANSFER OF RECORDS

WHEREAS: The school board recognizes that it has the responsibility to meet state and federal guidelines pertaining to the transfer of student records.

WHEREAS: The school board recognizes that it has the responsibility to protect the confidentiality of student records.

WHEREAS: The school board desires a uniform procedure throughout the school district for the transfer of student records.

THEREFORE BE IT RESOLVED:

1. That the transfer of the behavioral records of a minor student will require a signed release by the parent or guardian of said student.
2. That the transfer of the behavioral records of a adult student will require a signed release by said student.
3. That progress record copies (transcript) will be forwarded only upon receipt of a information release form signed by the parents or guardian of a minor student or adult pupil.
4. That an exception to the above is the release of records of a student transferring to another school district will be by request of the gaining school district or notice of transfer of adult pupil or parent or guardian of a minor pupil signing the necessary release form.

SOURCE: School District of Rosendale-Brandon

DATE: November 19, 1979

LEGAL REFS.: Wis. Stat. 118.25

Chapter 115

Family Educational Rights and Privacy Act. Title V

Educational Amendments of 1974

P. L. 93-380

P. L. 94-142

RECORDS-STUDENT DIRECTORY EXEMPTION

WHEREAS: State and Federal Law prohibits the release of "directory data" relating to students unless parents and guardians have the opportunity to request the withholding of said information.

WHEREAS: The majority of parents and guardians desire to see such information released for public relations activities.

THEREFORE BE IT RESOLVED that:

1. The following directory information pertaining to students may be disclosed without prior written consent:
 - a. Students' name
 - b. Student's address
 - c. Student's telephone number
 - d. Student's date and place of birth
 - e. Student's major field of study
 - f. Student's extra activity participation
 - g. Student's weight and height if a member of an athletic team
 - h. Student's dates of attendance
 - i. Student's degrees and awards
 - j. School(s) of attendance
2. Parents will have two weeks to request that this information be withheld.
3. Parents will be notified within three weeks of the opening of school that they have the option of withholding this information.
4. The student's records will indicate that this information will not be released. The offices and staff will be advised that this information will not be released.
5. This restriction will remain in effect until a written release is filed with the parent/guardian.

ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on November 21, 1983

SOURCE: School District of Rosendale-Brandon

LEGAL REFS.: Wis. Stat. 118.25 (2) (J)

Family Educational Rights and Privacy Act

[Back to Top](#)

Exhibit 347(1) - Parent Letter Regarding Authorization to Maintain Student Records

Date _____

Dear _____

This letter concerns students records maintained by the school district.

State law (section 118.125 of the Wisconsin Statutes) regulates the maintenance of the records relating to students by Wisconsin public school districts. This law requires that school boards adopt rules relating to the content of student records and the time during which pupil records will be maintained, but prohibits maintaining "Behavioral Records: for more than one year after the date upon which the student graduated from or last attended school.

"Behavioral Records" maintained by a school district are defined by law as follows: "Those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil's behavior, the pupil's physical health records and other pupil records which are not progress records."

"Progress Records" are defined by law as follows: "Those pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record and records of the pupil's extra-curricular activities."

Thus without your permission, under this law the school is authorized to maintain other records for a longer period of time. However, without your consent we are prohibited from maintaining any "Behavioral Records", as defined above, for longer than the one year period.

State law protects the confidentiality of student records maintained by a public school district. Such records are confidential with the following exceptions:

- (a) a parent or guardian of a minor pupil can be shown and provided with a copy of the pupil's progress records;
- (b) an adult pupil or the parent or guardian of a minor pupil can be shown and provided a copy of the pupil's behavioral records;
- (c) progress records may be used in courts of law where requested if the student is the subject of any proceeding in the court;
- (d) records are available to teachers and other certified personnel employed by the school district;
- (e) the records may be made available upon written permission of an adult pupil or the parent or guardian of a minor pupil to any named person;
- (f) such records may be provided to a court in response to a subpoena for impeachment purposes;
- (g) the records may be made available to the State Department of Public Instruction or other public officers where required for school related purposes;

A form is enclosed which must be signed by you or your student if he/she is an adult (18 years old), and returned if any or all "Behavioral Records" are to be maintained beyond the one year period. The principal and/or Guidance Counselor is available if you have any questions. You may designate on the form which "Behavioral Records" you want retained.

In addition, the school board has adopted the following policy relating to the number of years pupil records will be maintained: Progress Records are to be maintained indefinitely; Behavioral Records one year unless a signed consent form is on file at which time they will be maintained for a period of five years from the end of the academic year in which the request is signed.

After the time period specified above, student records will be disposed of. In the event you contemplate any future need for your records after the time designated above, we urge that you, and your student if he/she is an adult, request a copy of the records for your own use and that you keep them in a safe place, as such records will not be available through the school after the time designated. The cost for the service of reproducing the records is five dollars plus ten cents per page of requested records.

Sincerely,

Dr. John Steiner
Superintendent of Schools

RB-L-G-1 (R-SEPT. 79)

[Back to Top](#)

Exhibit 347(2) - AUTHORIZATION FOR MAINTENANCE OF PUPIL RECORDS

I/We _____ hereby authorize the Rosendale-Brandon Joint School District No. 22 to maintain the following records of _____ dated prior to _____
Student's Name _____
this authorization for a period of five years from the end of the academic year in which this authorization is signed.

*STUDENT AND/OR PARENTS ARE TO DRAW A LINE THRU AND INITIAL ANY REPORTS WHICH ARE NOT TO BE MAINTAINED.

- A. Health Data
- B. Standardized Achievement Test Scores
- C. Standardized Aptitude Test Scores
- D. Psychological Reports
- E. Personality and Interest Test Scores
- F. Records of Conversations
- G. Family Background Data
- H. Social Worker Reports
- I. Teacher Observations
- J. Counselor Observations and Ratings
- K. Disciplinary Records
- L. Written Records Pertaining to Pupil's Behavior
- M. Reports of Parent-Teacher Conferences
- N. Cumulative Individual Reading/Math Record
- O. Reading Specialist Reports
- P. Speech Pathologist Reports

Signature

Date

RB-L-G-2 (Jan 75)

[Back to Top](#)

Exhibit 347(3) - Parent Request to Review Pupil Records

I _____ parents/guardian of _____, a pupil
in the Rosendale-Brandon Public Schools request to review the records of our son/daughter.

Signature

Date

(NOTE: The above request will be complied with within 45 calendar days of the date of the request.

I _____ parents/guardian of _____ have
this date reviewed the records of our son/daughter and find everything to be satisfactory.

Signature

Date

I _____ parents/guardian of _____ have
this date reviewed the records of our son/daughter and find the following information to be inaccurate. _____

Signature

Date

RB-L-G-3 (Jan 75)

[Back to Top](#)

Exhibit 347(4) - Pupil Record Review Record

I _____ a representative of _____
have this date reviewed the records of _____ for the specific purpose of _____

Signature Date

I _____ a representative of _____
have this date reviewed the records of _____ for the specific purpose of _____

Signature Date

I _____ a representative of _____
have this date reviewed the records of _____ for the specific purpose of _____

Signature Date

Exhibit 347(5) - Pupil Record Checkout

SCHOOL DISTRICT OF ROSENDALE-BRANDON

DATE	STUDENT'S RECORD	PERSON / AGENCY / ORGANIZATION	REASON

[Back to Top](#)

Exhibit 347(6) - PUPIL RECORDS INFORMATION RELEASE

(Make out in triplicate)

This is to certify that I give permission to the staff of the Rosendale-Brandon Schools to (obtain/release) information listed below concerning _____

to _____

_____ Reason _____

*STUDENT AND/OR PARENTS ARE TO DRAW A LINE THRU AND INITIAL ANY REPORTS WHICH ARE NOT TO BE FORWARDED.

- A. Progress Reports
- B. Health Data
- C. Standardized Achievement Test Scores
- D. Standardized Aptitude Test Scores
- E. Psychological Reports
- F. Records of Conversations
- G. Record of Conversations
- H. Family Background Data
- I. Social Worker Reports
- J. Teacher Observations
- K. Counselor Observations and Ratings
- L. Disciplinary Records
- M. Written Records Pertaining to Pupil's Behavior
- N. Reports of Parent-Teacher Conferences
- O. Cumulative Individual Reading/Math Record
- P. Reading Specialist Reports
- Q. Speech Pathologist Reports

Signature

Date

Copies:

1 file

1 parent/pupil

1 forwarded

RB-L-G-6 (R Sept 79)

[Back to Top](#)

POLICY 352 - FIELD TRIPS – DISTRICT SPONSORED

Field trips are an important part of the curriculum.

Field trips must be educational in nature and must be considered an extension of the classroom.

Each teacher will be limited to one major field trip equivalent of 1 school day.

There must be a pre-instruction leading up to the trip and post-instruction relating to the trip will be required.

The distance allowed for any trip should not exceed 85 miles one way. Every attempt should be made to keep travel to a minimum.

All trips are to be confined to school building hours, (See Field Trip Guidelines), except with prior approval of the building principal.

A teacher's field trip committee will periodically be reactivated with the purpose of keeping the guide current and assigning trips to specific grades in order to avoid duplication.

The building principal will maintain an ongoing record of field trips to avoid duplication.

Whenever possible all field trips must be completed prior to the last two weeks of school for students, with prior approval of the principal.

APPROVED: 6/16/97

REVISED AND APPROVED: 6/18/84

[Back to Top](#)

POLICY 352.1 - SINGLE DAY SENIOR CLASS TRIP

General Statement of Policy

The Board of Education and the administration do feel that school trips can provide educational experiences.

Each senior class will be allowed a trip. This class trip will be limited to one school day.

All expenses for the trip must be paid by the Senior Class Treasury, including transportation and any miscellaneous charges.

Three-fourths of the senior class must make the necessary financial commitment in order for the trip to be undertaken. All seniors are responsible for all regular class assignments given by teachers for the day of the trip.

Procedures

All trips will be contracted and directed by a reputable bus company.

1. Chaperones must be approved by the high school principal.
2. Guidelines established by school officials and the bus company representatives must be followed by all students participating.
3. Violators of the guidelines will be sent home at their own expense.
4. A complete itinerary shall be presented to the high school principal and superintendent for review at least one month prior to the trip.

APPROVED 12/17/79

REVISED AND APPROVED 10/20/97

[Back to Top](#)

POLICY 362 - SELECTION POLICY & CHALLENGED MATERIAL PROCEDURE

I. SELECTION OF INSTRUCTIONAL MATERIALS POLICY

Mission and Philosophy

The Rosendale-Brandon District assures that all students become responsible citizens, effective participants in our economy, and able to adapt to the rapidly changing world through the acquisition and application of skill and knowledge.

It is the policy of the Rosendale-Brandon School District to provide a wide range of instructional resources on all levels of difficulty, with diversity of appeal, with the presentation of different points of view, and to allow the review of allegedly inappropriate instructional materials through established procedures.

The employees of the Rosendale-Brandon School District recognize that circulation records of the Instructional Media Centers are confidential in nature and that these records shall not be made available to anyone. This includes any agency of state, federal, and local government *except* pursuant to federal, state, or local law relating to civil, criminal, or administrative investigatory power. This is done to protect the freedom of users to read and peruse information without fear of intimidation or harassment. The purpose of these records is for the retrieval of overdue materials and for statistical analysis of library use.

Selection personnel

The Rosendale-Brandon School Board is legally responsible for the operation of the school, the responsibility for the selection of instructional resources is delegated to the certified library media specialist. While the recommendation of materials involves many people, including the library media specialist, teachers, students, supervisors, administrators, and community, the responsibility for coordinating, selecting, and purchasing instructional resources rests with the responsibility for coordinating, selecting, and purchasing instructional resources rests with the certified library media personnel. Purchase of textbooks may rest with appropriate department chairpersons or with textbook evaluation committees.

Objective of selection

Wisconsin Administrative Code, Chapter P19, Section 121.02(1)(h)

The School District shall not discriminate in the selection and evaluation of instructional and library resources on the basis of *sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability*.

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

- To provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interest, abilities, and learning styles.
- To provide materials that will motivate students to examine their own attitudes and that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a wide range of materials available on appropriate levels of difficulty.
- To provide a background of information that will enable pupils to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.
- To provide materials that realistically represents our pluralistic society and reflects the contributions made by these groups and individuals to our American heritage.
- To place principle and reason above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

Criteria of selection

Materials should:

- be relevant to today's society.
- represent artistic, historic, and literary qualities.
- reflect the problems, aspirations, attitudes, and ideas of society.
- contribute to the objectives and goals of the curriculum.
- be consistent with and support the general educational goals of the district and the state.

Selection aids

In selecting materials for school media program, the certified library media specialist will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared section aids. Recommendations for acquisition will be solicited from staff and students.

Evaluation Policy

Gift materials are accepted by the IMC with the provision they meet the standards for the selection of instructional materials. An annual systematic review will be made of the collection to weed out and discard obsolete materials, replace outdated materials with those that are up-to-date, and replace materials in poor repair. The collection will be continuously re-evaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students.

II. Challenged materials

The Rosendale-Brandon School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association. In the event that materials are questioned, the principles of intellectual freedom and the right to access must be defended.

If a complaint is made, the following procedures should be followed:

- Inform the complainant of the selection procedures and make no commitments.
- Request the complainant to submit a formal "Request for Reconsideration of Instructional Materials" (see Appendix A)
- Notify the superintendent and other appropriate personnel.
- Challenged materials will not be restricted during the reconsideration process.
- Upon receipt of the completed form, the principal will request review of the challenged material by an ad hoc materials review committee within *fifteen working days* and will notify the media specialist and superintendent that such review is happening.
- The review committee is appointed by the principal, with the concurrence and assistance of the library media specialist, and will include one administrator, student, classroom teacher, three parents from within the school district, and one media specialist (not from building in question).
- The committee will take the following steps after receiving the challenged materials:
 1. read the complaint;
 2. read, view, or listen to the material in its entirety;
 3. check general acceptance of the material by reading reviews and consulting recommended lists;
 4. determine the extent to which the material supports the curriculum;
 5. complete the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material" (see Appendix B), judging the material for its strength and value as a whole and not in part.
- Complainant may orally present a reconsideration request at the meeting of the Review Committee.
- The Review Committee will meet as a whole and develop a recommendation.
- The Review Committee will present a written recommendation to the superintendent and the school board within fourteen days of initial recommendation.
- The Library Media Specialist will retain or withdraw the challenged material as mandated by the decision of the school board.
- Appeals must be within sixty days after the written recommendation.

- No challenged material shall be permanently removed by the Rosendale-Brandon School Board, principal or staff except upon the recommendation of the Rosendale-Brandon School Board after the reconsideration process.

The complainant, or any other resident or district employee, may appeal to the School Board for a public hearing. The public hearing must be held within sixty days of the Committee decision. In the event of an appeal, no additional complaints regarding the challenged material may be filed for a period of one calendar year following the date of the School Board's decision.

III. Rights of users

Users have both the right of confidentiality and the right to privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because security is technically difficult to achieve, electronic transactions and files could become public.

IV. Responsibility of students

Students shall be held responsible for the cost of replacing any materials or properties, when checked out under their name, which are lost or damaged.

[Back to Top](#)

Appendix A - Request for Reconsideration of Instructional Materials

Rosendale-Brandon School District

Wisconsin Statute 944.11(4) Par.(b): "all students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American Society"

Name of School: _____

Complaint initiated by: _____ Phone () _____

Address: _____

City _____ State _____ Zip _____

Citizen Represents:

____ Him/Herself ____ Organization_____ ____ Other _____

Please check type of materials:

Book

Film

Filmstrip

Periodical/Magazine

____ Record

Kit

____Pamphlet

____Cassette

Other _____

Title: _____

Author: _____

Publisher/Producer: _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment).

1. To what in the material do you object? (Please be specific – cite chapters, pages, frames in filmstrip or video, curriculum concept or skills, etc...)

2. What do you believe is the theme or purpose of this material?

3. For what age group would you recommend this material?

4. Would you object to this material if used at another grade level?

5. What did you find of value in this work?

6. What do you see as the result of reading or viewing this material?

7. Did you read, view, or listen to the entire materials?

If not, what parts?

8. If the material was brought home by your child, have you discussed this issue with him/her?

☐ Yes ☐ No

9. Are you aware of any judgment of this material by professional critics? ☐ Yes ☐ No

10. What would you like to have done with this material?

☐ do not assign or lend it to my child

☐ withdraw it from the library/media centers

☐ return it for re-evaluation

☐ other (specify) _____

11. In its place, what material would you recommend that would convey a similar picture and meaning of the subject treated?

12. Would you like to present an oral presentation at the meeting of the review committee?

☐ Yes ☐ No

13. Additional Comments:

Complainant Signature

Date

[Back to Top](#)

Appendix B - Review Committee's Reconsideration of Instructional Material Checklist

ROSENDALE-BRANDON SCHOOL DISTRICT

Title: _____

Author: _____

A. Purpose

1. What is the overall purpose of the material?

2. Is the purpose accomplished? ____ Yes ____ No

B. Authenticity

1. What is the reputation and significance of the author and publisher/producer in the field?

2. Is the material up-to-date? ____ Yes ____ No ____ N/A (not applicable)

3. Are information sources well documented? ____ Yes ____ No ____ N/A

4. Are translations and retelling faithful to the original? ____ Yes ____ No ____ N/A

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of Rosendale-Brandon School District schools? ____ Yes ____ No

2. Is it appropriate to the level of instruction intended? ____ Yes ____ No ____ N/A

3. Are the illustrations appropriate to the subject and age levels? ____ Yes ____ No

4. Does the material give a new dimension or direction to its subject? ____ Yes ____ No

D. Reviews

1. Source of review _____

2. Favorable review ____ Yes ____ No

3. Does this title appear in one or more reputable selection aids? ____ Yes ____ No

If yes, please list titles of selection aids

Additional Comments:

Recommendation by Review Committee for treatment of challenged materials:

Signatures of Review Committee

ARTICLES in addition to, and Amendment of the constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION, OR PROHIBITING THE FREE EXERCISE THEREOF; OR ABRIDGING THE FREEDOM OF SPEECH, OR OF THE PRESS; OR THE RIGHT OF THE PEOPLE PEACEABLY TO ASSEMBLE, AND TO PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

The Bill of Rights to the U. S. Constitution was ratified on December 15, 1971

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

[Back to Top](#)

POLICY 362.1 - INTERLIBRARY LOAN Appendix M

This policy serves as an agreement between the media centers of the Rosendale-Brandon School district and libraries in the surrounding area as well as an agreement among the four school media centers themselves. It is written in a spirit of cooperation. Interlibrary loan is deemed necessary in order to provide a larger range of materials to meet informational needs not always available within a single school or within the school district. However, interlibrary loan is not viewed as a substitute for collection development. It is based on the premise that it is in the best interest of the student of the Rosendale-Brandon School District that the individual media centers collectively share their resources to further enhance the educational needs of the administration, staff, students, and community members.

Definition

Interlibrary loan is the procedure by which one media center may request and borrow materials from another media center/library for the use of an individual.

Purpose

The purpose of utilizing interlibrary loan is to obtain materials from other media centers/libraries that are not presently available in a single Rosendale-Brandon School District media center or in any of the four District media centers.

Scope

1. All types of materials regardless of format may be requested from a Rosendale-Brandon School District media center. The lending facility will determine in each case whether the materials can be supplied.
2. The Rosendale-Brandon School District media centers will lend materials to all other media centers and libraries, keeping in mind that the needs of the lending institution come first.
3. All materials will be handled in compliance with current copyright regulations.

APPROVED: 4/19/04

[Back to Top](#)

POLICY 363.2 - INTERNET SAFETY

I. POLICY

It is the policy of the Rosendale Brandon School District 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 [Pub. L. No. 106-554 and 47 USC 254(h)]. The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the Rosendale Brandon School District to maintain an educational environment in which students and staff are educated on the appropriate and safe use of the internet and internet tools. It is the goal of this policy not only to prevent and protect, but to educate employees, students, parents and community members of the Rosendale Brandon School District in Internet safety. This policy is intended to be read together with the School District's Acceptable Use Policies and guidelines for Technology and the Internet.

II. RATIONALE

A. Access to Inappropriate Material

To the extent practical, technology protection measures (see Definitions) 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.

Definitions:

- i. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
- ii. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
- iii. **Harmful to Minors**. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

B. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Rosendale Brandon Schools' 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, and (c) conduct or cyber bullying that is deliberately harmful to themselves or others. See Policy 443.7

C. Supervision and Monitoring

It shall be the responsibility of all members of the Rosendale-Brandon's 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.

III. SOCIAL MEDIA GUIDELINES:

The Rosendale Brandon School District understands the importance of teachers, students and parents engaging, collaborating, learning, and sharing in digital environments. To this aim, the District has developed guidelines 443.12 and 522.7 to provide direction for instructional employees, students and the school district community when participating in online social media activities. Whether or not an employee chooses to participate in a blog, wiki, online social network or any other form of online publishing or discussion it is his or her own decision. Free speech protects educators who want to

participate in social media, but courts have ruled that schools can discipline teachers if their speech, including online postings, disrupts school operations. The District social media guidelines encourage employees to participate in social computing and strive to create an atmosphere of trust and individual accountability, keeping in mind that information produced by the Rosendale Brandon School Districts' teachers and students is a reflection on the entire district and is subject to the district's Acceptable Use Policy.

CROSS REF.: Rosendale-Brandon School District Acceptable Use Policy/Rules

APPROVED: December 21, 2009

[Back to Top](#)

POLICY 363.3 - TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The Rosendale Brandon School District shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law. The term "related services" means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. "Assistive technology devices and services" would clearly be a functional part of the services defined. An "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. The term includes:

1. Evaluation of needs of a student with a disability, including a functional evaluation of the child's customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
4. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
5. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.

Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

Policy Procedure

- A. A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.
- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
- C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:
 1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
 2. Team members gather baseline data if existing data does not provide all needed information.
 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 4. During a specified time frame, the trials are completed and data is collected.
 5. The team analyzes new data and makes decisions about the longer-term use or permanent acquisition of one or more assistive technology tools.
 6. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
2. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
4. During a specified time frame, the trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the longer-term use or permanent acquisition of one or assistive technology tools.
6. If specific assistive technology is identified as being needed, a request is made to the district working technology committee for consideration and procurement.

LEGAL REF.: Section 504
Individuals with Disabilities Education Act (IDEA)
Americans with Disabilities Act (ADA)

APPROVED: June 18, 2007

[Back to Top](#)

POLICY 363.4 - CREATING AND PLACING WEB PAGES BY STAFF

Internet access provides Rosendale-Brandon students and staff an opportunity to contribute to the school districts presence on the World Wide Web. The district web site gives information to the world about school curriculum, instruction, school-authorized activities, and other information relating to the schools and the District's mission. Creators of web pages should familiarize themselves with and adhere to the following procedures and responsibilities. Failure to follow these procedures or responsibilities shall result in the loss of authoring privileges and/or other disciplinary measures.

Content and Subject Matter

All subject matter on web pages must relate to curriculum, instruction, and school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the school district, or the schools within the district. Staff or student work shall be published only as it relates to a class project, course, or other school-related activity. The district designee shall be responsible for web page approval.

Quality

All web page work shall be free of spelling and grammatical errors. Documents shall not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standard for instructional resources specified in other district policies.

Ownership and Retention

All web pages on the district's server(s) are property of the school district. A web page will be deleted when it is no longer current.

Student Safeguards

1. Final decisions on publishing student pictures (video or still) and audio clips shall be made by the supervising teacher after checking the District list of objections to publish.
2. Web page documents shall conform to all other school regulations regarding publishing of student information.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.
4. Web page documents shall not include any information, which indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.

Conform to School Board Policies

All documents on the Rosendale-Brandon School District's server(s) shall conform to other school board policies and regulations, as well as, established school guidelines. Persons developing or maintaining web documents are responsible for complying with these policies.

1. Electronic transmission of materials is a form of copying. As specified in district policy, no unlawful copies of copyrighted materials shall be knowingly produced or transmitted via the districts equipment, including its web server(s).
2. Documents created for the web and linked to district web pages shall be for instructional references or to addresses supporting school programs.
3. Any student information communicated via the district web pages shall comply with district confidentiality regulations.
4. Any deliberate tampering with or misuse of district network services or equipment shall be considered vandalism.

Technical Standards for Consistency

Each web page added to the district web site(s) must contain certain elements which shall provide general consistency for district web pages.

1. No computers other than the assigned web servers shall be configured as Web/FTP servers.

2. Users must exhibit care when creating web pages with extensive tiled backgrounds, large graphics, or sound and video.
3. Web pages shall not contain any student e-mail address links.

Other

1. Material on web pages reflects an individual's thoughts, interests, and activities. Such web pages, which may be linked to the school web page, do not, in any way, represent individual schools or the Rosendale-Brandon School District, nor are they endorsed or sanctioned by the individual school or the District. Concern about the content of any page(s) created by students or staff shall be directed to the District Technology Coordinator.
2. Given the rapid change in technology, some of the technical standards outlined in this policy, may require change throughout the year. Such changes shall be recommended by the District designee to the school boards policy committee.

APPROVED: 12/19/05

[Back to Top](#)

POLICY 364 - SCHOOL COUNSELING PROGRAM

The Rosendale-Brandon School District adopted the Wisconsin Comprehensive School Counseling Model (WCSCM) in 2007. A comprehensive school counseling program is comprehensive in scope, preventive in design, developmental in nature, and aligned with the vision and goals of school improvement across Wisconsin.

The WCSCM adheres to the philosophy that a comprehensive school counseling program is an essential and integral part of public education. Comprehensive school counseling programs are based on the assumption that certain academic, personal/social, and career objectives are attainable when school counseling is delivered to all students. Implementation of a comprehensive school counseling program incorporates school counseling curriculum based upon the American School Counselor Association Student Content Standards and the Wisconsin School Counseling Model Academic Standards, along with the National Career Development Guidelines. Licensed school counselors, with the support and involvement of administrators, faculty, pupil services staff, students, parents, and community all have a role in delivering a comprehensive school counseling program.

A complete description of the program implemented in the Rosendale-Brandon School District is available upon request from the school counselors.

The Rosendale-Brandon School District does not discriminate in the methods, practices and materials used for counseling, testing or evaluating students on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law.

APPROVED: 5/17/93

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 371 - STUDENT CLUB/ORGANIZATIONS

Student club/organizations have an important place in the educational program of the Rosendale-Brandon School District because, when properly organized and operated, they:

- a. extend and reinforce the instructional program;
- b. give students practice in democratic self-government;
- c. build student morale and spirit for positive support for the school;
- d. honor outstanding student achievement; and
- e. provide social and recreational activities.

Student clubs/organizations shall be authorized if they are recognized by the school administration, supervised by school personnel, composed completely of current student body members, and establish aims that are educational and of school or community interest. Student club/organizations must meet at school except with permission of the building principal.

Meetings and activities of student organizations shall not materially and substantially interfere with the orderly conduct of educational activities within the school.

In order to be approved for organization and operation in the district, each club/organization shall meet the following conditions plus conditions deemed appropriate by the approving building principal:

- a. shall be available to all students on a non-discriminatory basis;
- b. shall not discriminate or advocate discrimination in the conduct of its activities on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law;
- c. shall not, as a condition of membership, exclude membership in any other club/organization;
- d. shall be under the supervision of an approved faculty sponsor or advisor prior to engaging in club/organization activities;
- e. shall comply with all school rules, administrative regulations and Board of Education policies;
- f. shall exist for purposes consistent with the educational philosophy and goals of the school district, and
- g. shall not engage in any dangerous practice;
- h. shall follow all accounting and fund raising policies of the Rosendale-Brandon School District.

A list of approved school-sponsored clubs/organizations shall be available for public review.

School club/organization meetings, including field trips, and off-site meetings, are subject to all rules and policies as adopted by the School Board. Anytime a school club/organization fails to uphold the stated school club/organization goals and objectives, or is in violation of District rules or policies, the school club/organization may be disbanded by the principal, the Superintendent, or his/her designee.

The District does not discriminate against students in areas of programs, services or facilities based upon sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law.

APPROVED: February 18, 2008

REVISED and APPROVED: November 21, 2011

REVISED and APPROVED: March 17, 2014

REVISED and APPROVED: October 27, 2014

[Back to Top](#)

POLICY 373 - LACONIA HIGH SCHOOL STUDENT DANCES

All authorized school functions require supervision by school personnel, and the following rules and regulations have been developed for the protection and the control of the students.

1. Dances shall end at 11:30 p.m. unless a special time is approved by the principal or assistant to the principal.
2. Doors will be locked one hour after start time. Students will not be allowed to enter the building after this time.
3. Breathalyzers may be used.
4. Only current Laconia High School students are allowed to attend Laconia dances. All other guests need a "Guest Pass."
5. Students currently enrolled at Laconia may request a "Guest Pass."
6. Issuance of guest passes is subject to approval of the principal or assistant to principal.
7. All guest passes must be obtained by 3:30 p.m. Monday prior to the dance.
8. LHS students must supply the name, age and school that their guest is from, before receiving a guest pass.
9. All guests must have a guest pass to enter the dance and be able to produce identification upon request of dance officials.
10. No dance can be held on a day that precedes a school day.
11. Each evening dance must be chaperoned by two sets of parents of the organizations in addition to a minimum of two faculty members (one of each sex).
12. A police officer must be present at all Laconia dances.
13. Smoking and the use or possession of drugs or alcohol will not be allowed on school grounds or in the building.
14. Students will not be allowed to return to the dance after they have left unless an emergency should occur. Arrangements may be arranged with the chaperone.
15. The sponsoring organization must make arrangements for the music and establish the admission fee.
16. Students are responsible for setting up the dance area and for cleaning up after the dance.
17. Clean up must be done prior to school being in session.
18. Dress will be determined by the sponsoring group subject to approval by the principal or assistant to the principal.
19. Organizations requesting a dance must arrange a dance date with the principal at least two weeks before the dance date.
20. No one younger than grade nine or over the age of 21 may attend Laconia High School dances.

ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on October 5, 1981

REVISED and APPROVED: 4/23/01

REVISED and APPROVED: 02/18/08

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 373.1 - STUDENT DANCES FOR MIDDLE SCHOOL STUDENTS

WHEREAS: All authorized school functions require supervision by school personnel, and

WHEREAS: Rules and regulations are required for the protection and the control of the students

THEREFORE BE IT RESOLVED, that:

1. Dances shall end at 9:30 p.m. unless a special time is approved by the building principal or teacher in charge.
2. Doors will be locked one hour after the start time. Students will not be allowed to enter the building after this time.
3. Only current students of the building are allowed to attend the school dances. All other guests need approval from the building principal with at least one day advance notice. Issuance for permission of allowing guests to attend is subject to the discretion and approval of the building principal or teacher in charge.
4. The student and guest must both have permission slips signed by their parents granting the request with at least one day notice prior to the dance.
5. A dance cannot be held on the day that precedes a school day.
6. Each evening dance must be chaperoned by two parents and two faculty members (one of each sex.)
7. Smoking and the use or possession of drugs or alcohol will not be allowed on school grounds or in the building.
8. Students will not be allowed to return to the dance after they have left unless an emergency should occur, and arrangements with the chaperone have been made.
9. Student council members are responsible for making arrangements for the music and establishing the admission fee.
10. Student council members are responsible for setting up the dance area and for cleaning up immediately after the dance.
11. Special dress may be determined by the student council subject to approval by the principal or teacher in charge.
12. Organizations requesting a dance must arrange a dance date with the principal at least two weeks in advance.
13. Only middle level age students may attend the school dances.
14. Students must be eligible for extra-curricular activities according to the guidelines stated in the "Student Handbook."

APPROVED: April 23, 2001

[Back to Top](#)

POLICY 373.2 - EXCHANGE OF GIFTS

1. Students will not be allowed to give other students gifts as a school function.
2. Teachers may give a gift to students such as a book or a school related item as long as the items are purchased through a fundraiser and are agreed upon by the school's fundraiser committee.
3. Teachers should remind parents through their newsletters that it would be appreciated that any gifts given to the teacher be in the nature of material that can be used by all the children of the class such as board games, books, magazines, or physical education materials.

APPROVED: 02/19/73

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 373.3 - TREATS FOR STUDENTS

1. The Rosendale-Brandon Schools request that all student treats be of a healthy nature.
2. Student treats provided by school personnel must be healthy treats.

APPROVED: 2/19/1973

REVISED and APPROVED: 10/5/1981

REVISED and APPROVED: 11/21/11

[Back to Top](#)

POLICY 374 - DISTRICT APPROVED FUNDRAISING ACTIVITIES

The Rosendale-Brandon School District recognizes that fundraising gives students the opportunity to make a contribution to their school, can be a positive educational experience, and helps to develop student identity with the school. Money raised can be used to sponsor activities and special school projects. It is not intended to substitute for school board financial support of educational and extracurricular programs.

The district's policy and its implementing procedures include the following specific guides regarding Board recognized student fundraising activities:

Types of Sales and Fundraising Activities

- Service oriented fundraisers are preferred. In the case of product sales, maintaining a positive image with the public and quality products at a fair price are paramount. Permission to conduct community sales may be approved or denied depending upon the type of product to be sold, the quality of the product, consumer complaints regarding the product, cost of the product and other appropriate and reasonable criteria.
- Fundraising activities involving students must exclude all forms of illegal gambling and exclude the promotion, consumption and availability of alcoholic beverages.
- Fundraising activities must be conducted in accordance with school board policies, municipal ordinances and state and federal laws, and not be in violation of school food service program agreements.
- Fundraising activities may be rejected if they are competing with or duplicating the efforts of other fundraising groups and/or activities. They may also be rejected if deemed to not be in the best interest of the district.

Student and Staff Involvement

- Students in fourth grade and lower are prohibited from participating in community door-to-door sales. Organizations or groups may forfeit their fundraising activity for the following year if they violate this rule. The district encourages parents of older students to accompany their children when engaging in door-to-door sales.
- Student participation in fundraising activities must be voluntary at all times. Student academic grades must not depend on involvement in the fundraising activity. Fundraising by athletes must be in line with school board and WIAA policies.
- School staffs are not to personally benefit from school-sponsored fundraising activities other than incidental items provided by the organizer/supplier as a means of motivation. Fundraising organizations are prohibited from having a "petty cash" fund or miscellaneous fund to use at their discretion.

Approval/Oversight Authority

- Applications for fundraisers must be made through the building principal or department administrator and receive prior approval from the Superintendent. The application must: (a) list the organization and person responsible for representing the organization, (b) list all items or services to be sold, (c) list any companies that are sponsoring the fundraising activity, (d) include the reason for the fundraising activity, and (e) include a

detailed itemization of how the funds will be used, projected amount to be raised and a calendar that outlines when the fundraising activity will be conducted.

- Once an organization sponsors a particular type of fundraiser, such as coupon books or Market Day, the organization has the first option to sponsor the fundraiser the next year.
- Organizations may be granted permission to fund the purchase of capital outlay equipment if approved in advance by the building principal or department administrator and Superintendent. Equipment in excess of \$500 shall be reported to the school board. All such equipment becomes district property.

LEGAL REFERENCE:

Wisconsin Statutes

Section 103.23(2)	[minors under 12 participating in fundraising activities]
Section 118.12	[sale of goods and services at schools]
Section 120.16(2)	[board treasurer duty; account for extracurricular activities funds]

CROSS REFERENCE: 374.1 Crowdfunding Policy

APPROVED: 4/28/08

Revised and Approved: 8/19/19

[Back to Top](#)

POLICY 374.1 - CROWDFUNDING POLICY

For the purpose of this policy, crowdfunding is the process of requesting a specific gift or donation to fund a specific purchase or project, typically through websites or social media designated for the purpose. Two current examples of popular crowdfunding sites include GoFundMe and Donors Choose.

Crowdfunding does not include requests for donations the district makes using the District's own website or social media. Crowdfunding is allowed at the Rosendale-Brandon School District. When considering the use of crowdfunding to raise funds, District employees, volunteers, agents of the District or students must follow these guidelines:

1. Such funding requests should occur only with the pre-approval of the building or department administrator and Superintendent.
2. Monies or items secured through crowdfunding become the property of the Rosendale-Brandon School District. Teachers/employees who seek crowdfunding should be explicit about the ownership of such items so that donors understand this point for tax and other purposes. Since items are to be the property of the District, all such funds must be accounted for through the District Business Office. If the crowdfunding site requires that it collect the dollars, purchase the described items, and send them to the teacher/employee, then a simple record of the acquisition should be sent to the building or department administrator and the District Business Office.
3. It is the intention of the District to ensure that items purchased through such fundraising remain with the teacher/employee, unless the teacher/employee leaves the district or the program for which the items were purchased, in which case the building administrator will determine the subsequent placement of the items.
4. When making requests for donations through crowdfunding, teachers/employees must comply with student privacy and other requirements set out in the Family Educational Rights and Privacy Act (FERPA). As a result, student images, names, and descriptions, which would cause students to be identifiable, or allow logical deductions about disabilities or other factors deemed to be within the sphere of student privacy, must not be used on such websites or elsewhere, unless written parental permission is secured in advance.
5. Crowdfunding must be set up through a District account and not a personal account. Always use District email addresses for communications with donors.
6. Any purchases made with funds received through crowdfunding must comply with Rosendale-Brandon School District purchasing guidelines and procedures.
7. Crowdfunding requests may not request donations to fund purposes the District is legally required to meet. For example, if a student requires a particular intervention to meet an IEP goal, the District must provide for this need and it would not be appropriate to seek private donations in this case.
8. The Crowdfunding may not require the District to publicly endorse any specific business, organization, service or product, with the understanding that recognition of a donor differs from explicit endorsement.

9. Purchases must align with school and District priorities and be compatible with curricular, technological, instructional, programmatic, and operational practices of the District, as may be applicable.

10. The Crowdfunding activity must be consistent with applicable provisions of District policy and school rules and in compliance with legal requirements.

LEGAL REFERENCE:

Wisconsin Statutes

[Section 103.23\(2\)](#) [minors under 12 participating in fundraising activities]

[Section 118.12](#) [sale of goods and services at schools]

[Section 120.16\(2\)](#) [board treasurer duty; account for extracurricular activities funds]

CROSS REFERENCE: 374 District Approved Fundraising Activities

ADOPTED: 8/19/19

[Back to Top](#)

POLICY 376.1 - CLASS GIFT AND CLASS REMAINING BALANCES

Each year the Laconia High School freshmen class conducts a fundraiser to generate money to finance the class activities for their high school years.

Upon graduation, if there are funds remaining, a majority class vote will determine what is done with the money: The class may vote to donate money to the school or a particular department, or they may vote upon a class gift with the approval of the principal. The class may also vote to deposit the money into one of the following accounts:

- Alumni Scholarship Fund
- Class Reunion Fund

Should the class reunion fund be selected, the class needs to designate two students who will be responsible for the money transferred to a private account. Once the money is transferred to a private account, the district has no further responsibility or control of the money.

APPROVED: FEBRUARY 21, 1972

REVISED AND APPROVED: NOVEMBER 20, 2006

REVISED AND APPROVED: DECEMBER 17, 2018

[Back to Top](#)

POLICY 377 - INTERSCHOLASTIC ATHLETICS – TEAM SIZE REQUIREMENTS

WHEREAS: The district sponsors recognized student activities

WHEREAS: The district financially supports recognized student activities

WHEREAS: The district regulates recognized student activities

WHEREAS: The district assigns personnel to administer student activities

WHEREAS: An activity is dependent upon a minimum number of participants

THEREFORE, BE IT RESOLVED: that the following guidelines will determine the initiation and termination of athletic team sports through district recognition and support.

1. The district may recognize and assume the financial responsibility of an activity if through the financial sponsorship of a booster club said activity meets the minimum participation levels for two consecutive years.
2. In the event that a team size for an activity drops below the suggested size at the beginning or the end of the season, the activity will be placed on probation. A co-operative effort with another school district could be considered. During the following year the participation level must equal or exceed the suggested team size during the season or the activity will no longer be supported or recognized by the district.
3. In the event that the participation level drops below the suggested team size during the season for two successive years, even though the team size is at or above the suggested size at the beginning of each season, the activity will no longer be supported or recognized by the district.

Middle School

<u>SPORT</u>	<u>REGULATION TEAM SIZE</u>	<u>BOARD SUGGESTED MINIMUM TEAM SIZE</u>
Cross Country (Boys and Girls)	7	4
Football	11	15
Basketball (Boys and Girls)	5	8
Volleyball	6	9
Wrestling	14	8
Track (Boys and Girls)	13	15

High School

BOARD SUGGESTED

<u>SPORT</u>	<u>REGULATION TEAM SIZE</u>	<u>MINIMUM TEAM SIZE</u>
Cross Country (Boys and Girls)	7	4 Boys 4 Girls
Football – Varsity	11	18
- Junior Varsity	11	18
- Freshman	11	15
Volleyball – Varsity	6	9
- Junior Varsity	6	9
- Freshman	6	9
Basketball (Boys or Girls) – Varsity	5	9
- Junior Varsity	5	8
- Freshman	5	8
Wrestling	14	8
Dance / Cheer Team (Fall/Winter)	12	8
Baseball – Varsity	9	12
- Junior Varsity	9	12
Softball – Varsity	9	12
- Junior Varsity	9	12
Golf – Co-Ed (Spring)	6	8
Track (Boys and Girls)	13	15

APPROVED: November 15, 1982

REVISED AND APPROVED: April 24, 2006

REVISED AND APPROVED: October 22, 2012

[Back to Top](#)

POLICY 377.1 - STATE ATHLETIC TOURNAMENT ATTENDANCE

Any day on which students in the School District of Rosendale-Brandon participate in a Wisconsin Interscholastic Athletic Association (WIAA) tournament, and on which school would normally be held, is considered a school day. School will be held on days designated on the school calendar, regardless of whether students enrolled in the School District of Rosendale-Brandon are participating in a WIAA tournament on a day designated as a school day. Bus routes shall run as usual and lunch will be served. Those students in grades K-12 who do not attend the tournament under conditions outlined below shall attend school. The day will not have to be made up, per opinion of the Department of Public Instruction.

Students participating in tournaments or attending as spectators are subject to school district conduct and discipline policies.

Tournament Participants

Students who are participants in WIAA tournaments shall be released from school to participate in pre-tournament and tournament activities. The school district is responsible for providing transportation and supervision of tournament participants at all times during tournaments. Coaches or other adults approved by the high school principal shall be responsible for this supervision, including overnight stays when appropriate.

Non-Participant Spectators

The school district will sell allotted tickets when supplied in advance.

The high school students who are not participants may attend WIAA tournaments as follows:

- Tournament competition, which takes place outside school hours, may be attended by anyone without school permission. The school may provide the opportunity for bus transportation with adult supervision, the cost of which shall be paid by the riders.
- Tournament competition which takes place during school hours may only be attended by high school students who either: (1) go with a parent/guardian or non-student adult approved by the parent/guardian via the advance notice pre-absence procedure; or, (2) go on school-approved transportation, which is supervised by school staff and/or adults approved by the high school principal. Students shall not transport themselves or others under any circumstances.

Students in grades K-8 who attend the tournament must accompany a parent/guardian and be excused by the building principal.

Professional and Support Staff

Teachers will be given the following options:

- A high school teacher may choose to serve as a chaperone at the event. In that case, the teacher would be required to ride the school bus and sit with the students throughout the event. No additional pay would be forthcoming for this chaperoning.
- Teachers may choose to remain in their classroom to help supervise the students that remain in school. In this case, normal dismissal time would be in effect.
- Teachers may use a personal day in accordance with the master contract.
- Teachers who choose to go to the game but do not wish to be a chaperone, will be released without pay for the period of their normal work day.

- With District Administrator consideration and approval, staff who have assisted coaching the team at the Varsity level during the season may be granted permission to attend school day games. No additional pay will be forthcoming.

This policy shall be in effect for all TEAM state finals competition, but shall not be followed for individual competitions.

REVISED & APPROVED: February 25, 2002

REVISED & APPROVED: December 21, 2009

[Back to Top](#)

POLICY 377.1A - BAND AND DANCE TEAM TOURNAMENT GUIDELINES

1. The dance team and band members will be encouraged to perform at team sectional and team state tournament (not regional) competition.
2. Should the dance team and/or band decide to participate at team sectionals and team state tournament (not regional), the district will pay the cost of transportation and admission only.
3. Participants must ride the school provided transportation.
4. The band director may determine and specify number of points earned to receive a complimentary ticket for admission at the beginning of each sport season.

APPROVED: MAY 20, 2002

[Back to Top](#)

POLICY 377.1B - TOURNAMENT BUSSING GUIDELINES

1. Bus arrangements for tournament competition shall be left to the discretion of the athletic director and high school principal.
2. Contracted bussing company will be consulted first to provide the bus transportation for team and fan participants for tournament games.
3. Alternative bussing can be arranged if teams pay the additional cost beyond contracted cost for alternative bussing.

APPROVED: April 24, 2006

[Back to Top](#)

POLICY 377.2 - MIDDLE SCHOOL INTERSCHOLASTIC/ATHLETIC PROGRAMS

The Rosendale-Brandon School District is a member of the Wisconsin Flyway Conference. The middle schools of this conference compete in interscholastic sports at a seventh and eighth grade level.

Wisconsin Flyway schools schedule games with other schools provided they are able to schedule seventh and eighth grade games/meets or events on the same evening.

APPROVED: 4/27/98

[Back to Top](#)

POLICY 377.3 - SQUAD LIMITATIONS

My recommendation to the school board will be to allow squad limitations at the Varsity level only. In accordance with our philosophy of athletics and our desires to see as many students as possible participate in the athletic program while at Laconia High School, coaches will keep any students who wish to be part of athletics a member of that team. Of course, students who do not uphold the standards of being a member of athletics will not come under this guideline. Coaches will try to play as many athletes as possible at the non-varsity levels. When there is a large number of participants at the non-varsity level, the coach will;

1. Inform the head-coach and athletic director.
2. The athletic department will try to arrange more games to accommodate the extra participants.
3. Not all participants will be guaranteed playing time. Coaches should inform the players of their status on a bi-weekly basis. Written evaluations would be highly recommended.
4. Parents should also be informed about their son's/daughter's position on the team in reference to playing time.
5. Head coaches should only move participants to a higher level when needed or when their ability will merit such a move. Coaches should try to avoid moving athletes up and down if both teams have enough participants.

Squad selection policies

Choosing the members of athletic squads is the sole responsibility of the head coach of that sport. Prior to trying out, the coach will provide the following information to all candidates for the team.

1. Extent of try-out period.
2. Criteria used to select team.
3. Number to be selected.
4. Practice commitments if they make the team.
5. Game commitments.

When squad cut becomes a necessity, the process will include three important elements. Each candidate will:

1. Complete in a minimum of five practice sessions.
2. Preformed in at least one intrasquad game.
3. Been personally informed of the cut by the coach, including the reason for the action.

The coach will discuss alternatives for participation in the sport or other areas in the activities program.

APPROVED: 4/16/90

[Back to Top](#)

POLICY 377.4 - SPORTS SCHEDULING

Rosendale-Brandon's Athletic Director will schedule for each sport no more than one home game/meet to be played at a location other than a district home venue.

- No home or away games/meets, other than WIAA directed, will be scheduled beyond a 75 mile radius of Laconia High School.

All consideration for exceptions to this policy must be presented to the School Board.

Grandfathered Exception to 75 Mile Radius

Volleyball - Wisconsin Rapids Tournament

APPROVED: March 16, 2015

[Back to Top](#)

POLICY 379 - CONVENTIONS, STUDENT-NATIONAL

WHEREAS: The school district desires to promote clubs and organizations within the school district.

WHEREAS: National recognition of any of our students is conducive to good public relations for the school district.

WHEREAS: The activities of a national convention are educational for the students.

THEREFORE, BE IT RESOLVED: that a recognized and organized school organization may participate in the national convention provided the following criteria are met.

1. The organization is certified by the DPI and the national organization.
2. No students may attend more than once during his/her school career unless:
 - A. The student is receiving a national award.
 - B. The student is a state or national officer (president, vice president, secretary, or treasurer).
 - C. The student is eligible to compete nationally.
3. The student will be selected on the basis of objective criteria.
4. The advisor and principal will approve the itinerary and the participating students.
5. The total time away from classes will not exceed four days.
6. Student expenses for registration, travel, and lodging will be paid by the organization.
7. The advisor may attend once every three years with the district paying 25% of the advisor's expenses for lodging, travel and registration when no student meets the criteria in #2 above.
8. The advisor may attend any year with the district paying 100% of the costs for travel, lodging, and registration when a students meets the criteria in #2 above.
9. The advisor/students will provide an oral report of the experiences at the following board meeting.

APPROVED: 12/20/76

REVISED AND APPROVED: 2/21/83

REVISED AND APPROVED: 6/27/88

RENUMBERED from 371.1 to 379: 2/11/08

[Back to Top](#)

POLICY 383 - ANIMALS IN THE SCHOOL

Animals may be brought into the classroom for educational purposes, but only under conditions, which ensure the safety of the children and the well-being of the animal. All animals must be appropriately housed, humanely cared for and properly handled. Prior permission must be received from the supervising teacher and the principal before any animal shall be brought into the school. All animals must have had proper inoculations and may not be transported on school busses.

If it is anticipated that live animals will be used in the classroom, parents should be notified so that any allergies or health problems can be determined. In the event that a student or staff member demonstrates an allergic reaction to the animal, the animal should be removed.

Students and teachers should report all scratches, bites, and other animal-related injuries, allergies, or illness to the school principal for appropriate care and proper health notification.

APPROVED: 12/20/04

[Back to Top](#)

RULE 383 - PRE-K-12 GUIDELINES FOR THE USE OF ANIMALS IN THE CLASSROOM

The use of animals in the classroom is an integral part of the science curriculum within the Rosendale-Brandon School District. The humane study and use of animals in the schools is a valuable way to involve students in science and to illustrate important principles of the biological sciences. Appropriate use of animals includes the observation of live organisms and preserved specimens as well as carefully supervised dissection activities. The District recognizes and supports the importance of instructor discretion in deciding the most appropriate use of animals to accomplish the course objectives while being sensitive to the needs of a diverse student population.

If it is anticipated that live animals will be used in the classroom, parents should be notified so that any allergies or health problems can be determined. In the event that a student or staff member demonstrates an allergic reaction to the animal, the animal should be removed.

Animals in the Classroom:

1. Live animals in the classroom provide opportunities to learn about diversity, habitat, humane care and husbandry, animal growth and development, reproduction and behavior. Care must be taken at all times to ensure proper care and treatment.
2. Building principals shall be aware of the presence of animals used in the day-to-day operations of classrooms where the animals are normally used in the course of study, or in the classrooms where they are normally displayed for educational purposes.
3. Instructors should be familiar with the needs and behaviors of a given species prior to its introduction into the classroom.
4. Only those students designated by the teacher are to handle the animals. Proper hand sterilization after handling the animals should be enforced by the instructor.
5. Organisms on loan must be cared for and maintained according to the guidelines accompanying each organism.
6. Animals trained, or being trained, to assist persons who are physically impaired shall have access to district property and district-provided transportation when being used for that purpose.
7. Animals are not to be transported on school busses.
8. School staff or students wishing to bring dogs to school for approved training programs, e.g., guide dogs, shall first secure permission of the Rosendale-Brandon School District through the principal. Parents must be notified.
9. Special attention should be given to furred and feathered animals in the classroom in terms of their effect on allergic children.
10. Plans for future care of or disposition of animals at the conclusion of the study must be developed before introduction of the species into the classroom.
11. Live animals should not be released into the environment.
12. Dead animals should be disposed of humanely and in a discrete, sensitive manner. The administration and teachers should work closely with the custodial staff to make appropriate disposal arrangements.
13. Care and maintenance of classroom pets or observational animals on loan are the responsibility of the instructor and will not go home with students on weekends or over school breaks.

14. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangement for their care and safety.
15. It will be the responsibility of the principal or his/her designee to provide for a plan of care for classroom-housed animals in the event of an emergency school closing, which might cause disruption of the routine care of the animals. In each school where the animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care.
16. Animals under the control of public safety officials may have access to district property for educational and public relations purposes. Use of these animals by law enforcement officials is under the jurisdiction of state and federal law and is not covered by these guidelines.
17. The procurement, care and use of animals in the classroom must comply with existing local, state, and federal regulations for K-12 educational programs.
18. Any animal exhibiting signs of illness or distress should be removed from the classroom and veterinary care should be recommended to the owner.
19. Live organisms brought into the classroom by non-district personnel for demonstration purposes are the sole responsibility of the presenter and must be removed at the end of the presentation.
20. Students and teachers should report all scratches, bites, and other animal-related injuries, allergies or illness to the school principal for appropriate care and proper health notification.

Field Trips and Specimen Collecting:

1. Instructors who maintain Wisconsin specimen collections and/or who collect specimens anywhere in Wisconsin must secure a collectors permit from the Department of Natural Resources and must comply with Wisconsin Statute 29.17.
2. Field trips to sites such as local natural areas, farms, and zoos are encouraged. Learning objectives should be delineated and guidelines for appropriate student behavior outlined before the trip. Permission slips shall be used to inform parents/guardians of the trip and permission granted by the parents/guardians.
3. Whenever possible, instructors should obtain prior knowledge of the field trip area, including layout and potential dangers to students and other organisms.
4. Plant and wildlife should not be removed from the field site unless pre-arranged and in accordance with Wisconsin Statute 29.17.
5. Instructors and students must not release non-native animal species into the environment.
6. Instructors and students should take care not to harm the natural environment.

Dissection:

1. Dissection should not be done at the elementary school level.
2. Dissection is not recommended at the middle school level unless facilitated by appropriately trained personnel.
3. Dissection is recognized as an appropriate activity for high school students.

4. Carefully planned objectives should be developed and other methods of teaching/learning the concept should be considered before selecting dissection as a classroom activity.
5. Specimens should be chosen which are of the lowest order necessary to accomplish the desired educational objectives.
6. Instructors should instruct students on safety precautions including tool usage and specimen handling and disposal prior to dissection activities.
7. Students must always be given the option of an alternative activity. If dissection is selected as an activity, the following procedures shall be followed.
 - A. Instructors should provide advance notification of dissection activities.
 - B. Alternative activities of learning the same concepts should be announced to students at the time of the dissection notification.
 - C. Students should select an activity to learn the concept and inform the instructor so that the various learning activities can be provided.
 - D. All activities should employ the same rigorous standard and level of academic challenge as the dissection activity.
 - E. Students should be graded fairly on the activity of their choice and not penalized in any way for choosing one activity over another.

APPROVED: 12/20/04

[Back to Top](#)

POLICY 411 - STUDENT NONDISCRIMINATION (EQUAL EDUCATIONAL OPPORTUNITIES)

The District is committed and dedicated to the task of providing the best education possible for every student in the District.

The District does not unlawfully discriminate in any of its programs, services, or activities on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional, or learning disability, or any other legally-protected status or classification. This commitment to nondiscrimination includes the right of students to be admitted to school and to participate fully, without unlawful discrimination, in curricular and co-curricular programs and activities, career and technical education, student services, recreational programs, and other District programs and activities.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide appropriate educational services and/or programs for students who have been identified as having a qualifying disability, regardless of the nature or severity of the disability, and regardless of whether the student qualifies for the District's special education programs. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

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

As further identified in the District's student nondiscrimination complaint procedures and nondiscrimination notices, the following position(s) have primary responsibility for the interpretation and application of this policy and the processing of any student nondiscrimination complaints that may be filed under the procedures relating to this policy: Director of Pupil Services and Title IX Coordinator. All complaints shall be brought and processed in good faith, and no person may engage in any abuse of the complaint procedures.

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year as a Class 1 legal notice and posted in each school building in the District. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities.

Legal References:

Wisconsin Statutes

[Section 118.13](#) [student nondiscrimination; policy/procedures required]

[Section 118.134](#) [race-based nicknames, logos, mascots]

Wisconsin Administrative Code

[PI 9](#) [student nondiscrimination; policy/procedure/notice required]

[PI 41](#) [accommodating student religious beliefs; policy required]

Federal Laws

[Title IX, Education Amendments of 1972](#) [sex discrimination]

[Title VI, Civil Rights Act of 1964](#) [race, color and national original discrimination]

[Section 504 of the Rehabilitation Act](#) [disability discrimination; free and appropriate public education (FAPE) and reasonable accommodations]

[Title II of the Americans with Disabilities Act](#) [disability discrimination; reasonable accommodations]

[Individuals with Disabilities Education Act](#) [programs and services for students with disabilities]

[McKinney-Vento Homeless Assistance Act](#) [equal access for homeless students; required policies to remove barriers]

[Age Discrimination Act of 1975](#) [age discrimination in programs or activities receiving federal financial assistance]

Elementary and Secondary Education Act [\[§6312\(e\)\(3\)\(D\)\]](#) – nondiscrimination in admission to federally-assisted education programs on the basis of surname or language-minority status]

APPROVED: October 21, 1985

REVISED AND APPROVED: May 17, 1993

REVISED AND APPROVED: March 17, 2014

REVISED AND APPROVED: October 27, 2014

REVISED AND APPROVED: January 18, 2021

[Back to Top](#)

RULE 411 - STUDENT DISCRIMINATION COMPLAINT PROCEDURES

If any person believes that there has been a violation of a District nondiscrimination policy, that the District has failed to meet any of its obligations under a state or federal nondiscrimination law, or that any unlawful discrimination has occurred (including harassment or prohibited retaliation) for which the District is responsible, he/she may bring forward a complaint under these procedures. (Note: See the exception, further identified below, that applies to certain complaints that relate to the District's special education program and procedures. In addition, the District has established a separate complaint procedure for District employees and applicants to use in connection with any alleged discrimination, including unlawful harassment or retaliation, in the District's employment practices.) It is the District's expectation that all such complaints will be brought forward and processed in good faith.

Complaints under these procedures shall normally be submitted in writing directly to the District's Equal Educational Opportunities Compliance Officer ("Compliance Officer"), who also serves as the District's designated coordinator, Title IX Coordinator under the following federal laws: Title IX, Section 504, the Americans with Disabilities Act, and the Age Discrimination Act.

The following individual currently serves as the Compliance Officer:

Jessica Sinor-Vanne, Director of Pupil Services, Title IX Coordinator
Rosendale-Brandon School District
200 S. Main St. Rosendale, WI 54974
920-872-5321, sinojes@rbsd.k12.wi.us

The District Administrator shall perform the duties of the Compliance Officer (including receiving complaints) if the Compliance Officer is temporarily unavailable or if a complaint involves any alleged improper conduct by the Compliance Officer.

Any person presenting a report or complaint under these procedures who has concerns about safety, confidentiality, or retaliation should discuss those concerns with the Compliance Officer as early as possible in the process — preferably at or even prior to the time that the detailed report or complaint is made.

In conjunction with the District's receipt of notice of any report or complaint of alleged discrimination or retaliation under these procedures, the District shall consider (and the complainant may affirmatively request consideration of) any interim measures that should be taken before the final outcome of an investigation (e.g., safety planning or other steps needed to protect the complainant and ensure equal access to the District's education programs and activities).

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 has a form available for this purpose. 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. This initial, written administrative determination shall normally be made within 45 days of the filing of the statement of the complaint, although some matters may require additional time. If a complaint presents particularly complex or serious allegations, the Compliance Officer may immediately involve the District Administrator in deciding how to proceed to an initial administrative determination of the complaint.

- 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 District Administrator. After conducting any further inquiry into the matter that he/she deems appropriate, the District Administrator shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within 10 school/business days. If the District Administrator was involved in making the initial determination, the request for appeal shall be treated as a request for consideration.
- Step 3: If any actual party in interest to the complaint disagrees with the determination of the complaint made by the District Administrator, he/she may either (1) treat the District Administrator'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 District Administrator 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 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, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707. 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) in Chicago, 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. To the extent applicable to a particular complaint, the retained records should normally include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made, and any corrective action requested by the complainant.
4. The name(s) of any individually-identified respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. The written evidence that was presented by a party or that was made a part of the record of the complaint.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

APPROVED: April 23, 1979

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[Back to Top](#)

POLICY 411.1 - ANTI-BULLYING AND ANTI-HARASSMENT

Defining Bullying

As used in this policy:

1. "Bullying" refers to severe, systematic, or repeated actions that involve the threatened, attempted, or actual infliction of physical harm or psychological/emotional distress on one or more students, staff, or other persons. Bullying usually (but not always) involves an actual or a reasonable perception of an imbalance of power between the bully and the victim/target. Bullying occurs when someone purposefully engages in written, spoken, nonverbal, or physical behaviors or communications (including but not limited to actions that threaten, intimidate, insult, degrade, or ostracize) that have the effect of doing any of the following:
 - a. Substantially interfering with any student's education;
 - b. Substantially interfering with a person's ability to participate in or benefit from any school activity or program;
 - c. Endangering the health, safety, or property of the target(s) of the behavior; or
 - d. Creating a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.
2. "Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media. Cyber-bullying is prohibited and treated the same as all other types of bullying.

Younger students might better understand the meaning of "bullying" when the term is defined to include conduct that one person uses on purpose and usually more than just one time to hurt, put down, embarrass, or scare another person, where the person who is being bullied would have difficulty protecting or defending him/herself.

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in acts of bullying, facilitating bullying conduct by others, taking secretive or covert actions, etc.).

While bullying involves deliberate/purposeful conduct, intent/purpose may properly be inferred from the totality of the circumstances (e.g., where the behavior is persistent/repeated or where the responsible party reasonably should have been able to foresee the consequences of his/her actions and the manner in which his/her conduct would be likely to be perceived by the target(s) of the conduct).

Not all behaviors that (1) hurt another person's feelings; (2) are a manifestation of an interpersonal conflict; or (3) are in some way unkind amount to acts of bullying (or harassment) as defined in this policy. However, such negative behaviors are still a legitimate subject of concern and regulation within the school environment.

Defining Harassment

As used in this policy, the term "harassment" means behavior directed towards another person:

1. which either: (a) is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability; (b) is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student's physical appearance, economic status, or social status; or (c) does not serve a legitimate purpose;

AND

2. which either: (a) substantially interferes with a student's school performance, an employee's ability to do his/her work, or any person's ability to perform or participate in a District-related function; (b) substantially interferes with a student's ability to participate in or benefit from any school activity or program; (c) creates an intimidating, hostile or offensive

environment within any District school, activity, or program; (d) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (e) causes a substantial disruption to any school-related activity or program; or (f) compromises the District's ability to operate efficiently and effectively.

Bullying and Harassment by Students is Prohibited

The District prohibits students from bullying or harassing any person when either the aggressor and/or the target (victim) of the behavior is (1) at school or on school grounds; (2) at any school-sponsored activity; (3) using District-provided transportation; (4) under the supervision of a school district authority; or (5) otherwise within the scope of the District's disciplinary jurisdiction (such as conduct that occurs away from school that endangers the health, safety or property of a person who is at school).

Student violations of this policy will normally be addressed through remedial interventions and/or consequences. The exact response applied to a particular incident shall take into consideration the totality of the relevant circumstances, including but not limited to the nature and severity of the conduct, the age and developmental level of the student, and the student's behavioral history. Possible consequences for students who engage in bullying or harassment (or prohibited retaliation) include, but are not limited to revocation of school-related privileges, temporary removal from class or school activities, suspension, expulsion, and/or referral to law enforcement officials for possible legal action.

The District is not able to investigate and impose the same school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this policy and been within the school's jurisdiction for suspension or expulsion. However, where a District employee determines, based on communications with students or parents or guardians, that an out-of-school incident (or alleged incident) is having, or is likely to have, a negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions.

Application of this Policy to School Officials, District Employees, and Others

The District also prohibits bullying and harassment by District officials, District employees, District volunteers, contracted service providers, and others who are present at a school, on school grounds, or at any school-sponsored activity. While the primary focus of this policy concerns victims/targets who are students, such conduct is prohibited regardless of whether the target of the behavior is a student, school official, District employee, parent or guardian, or other person.

When an employee is alleged to have engaged in bullying, harassment or prohibited retaliation, the incident (including the possible imposition of consequences) will be addressed in a manner consistent with the District's procedures for handling personnel matters. When a person who is neither a student nor an employee violates this policy, the District likewise reserves the right to take appropriate remedial action, including the imposition of possible consequences (such as limiting the individual's access to District property or activities, referral to law enforcement, etc.).

Reports/Complaints; Confidentiality

The District shall establish and implement procedures under which incidents and concerns involving bullying, harassment, or any related allegations of retaliation can be reported and addressed in an appropriate manner.

In addition to any other reporting procedures that are established:

1. When the victim/target of the alleged behavior is a student, a person may report the behavior as a complaint under the District's student discrimination complaint procedures; or
2. When the victim/target of the alleged behavior is an employee, a person may report the behavior as a complaint under the District's employment discrimination complaint procedures; or
3. When the victim/target of the alleged behavior is neither an employee nor a student, a person may report the behavior to the appropriate activity supervisor, building principal, or to the District Administrator. A written complaint is preferred, but, no matter how the report is presented, the person making the report should clearly and expressly identify that he/she is reporting a concern with bullying, harassment, or retaliation.

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation and Abuse of Process are Prohibited

Retaliation is prohibited against any person who has reported in good faith (or who is believed to have reported) a possible violation of this policy, or against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint of bullying or harassment. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Such retaliation shall be considered a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting harassment and/or bullying.

Knowingly providing false information regarding alleged bullying or harassment, fabricating incidents/allegations, and similar bad-faith conduct shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Wisconsin Statutes

Section 118.01(2)(d)	[personal development curriculum]
Section 118.13	[student nondiscrimination requirements]
Section 118.164	[removal of students from class]
Section 118.46(2)	[student bullying policy required]
Section 120.13(1)	[school board power to set conduct rules and discipline students]
Section 947.0125	[unlawful use of electronic communications]
Section 947.013	[unlawful harassment]
Section 948.51(2)	[hazing prohibited]
Section 995.55	[restricted access to personal Internet account]

Wisconsin Administrative Code

PI 9	[student nondiscrimination]
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Federal Laws and Regulations

Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA)	[policy and other requirements related to Internet safety]
Title IX, Education Amendments of 1972	[sex discrimination in educational programs, includes sexual harassment]
Title VI, Civil Rights Act of 1964	[race, color and national original discrimination]
Section 504 of the Rehabilitation Act	[disability discrimination; free and appropriate public education (FAPE) and reasonable accommodations]
Title II of the Americans with Disabilities Act of 1990	[disability discrimination; reasonable accommodations]

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REVISED AND APPROVED: October 27, 2014

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[Back to Top](#)

RULE 411.1A - REPORTING BULLYING/HARASSMENT (Students, Parents, Non-Employees)

Procedures for Students, Parents and Other Non-Employees

Any student who (1) is the target of any bullying or harassment; (2) who observes/witnesses any incident involving bullying or harassment; or (3) obtains knowledge of possible bullying or harassment that the student finds credible or upsetting, is strongly encouraged to report the incident(s) to District staff using any of the procedures identified in this rule. Parents and guardians and others with relevant knowledge/information/concerns related to incidents involving students are similarly encouraged to report such concerns/incidents to the District.

There are several different ways that students, parents and guardians, and others can report concerns related to bullying and/or harassment:

1. At the Building/School Level:

1. Making an informal verbal or written report (e.g., via a parent email) to a teacher, activity supervisor (e.g. a head coach, a bus driver, etc.), student services staff member or building principal; or
2. Completing a "Report of Bullying or Harassment" form and delivering the form to a teacher, student services staff member (e.g., a school counselor) or to the building principal.

2. At the District Level:

- a. Completing a "Report of Bullying or Harassment" form and delivering the form to the office of the Director of Pupil Services
- b. Pursuing a District-level complaint using the District's student discrimination complaint procedures. When using these procedures, the complaint may be initially filed with the District's designated Equal Educational Opportunities Compliance Officer.

A student or parent or guardian can choose the specific reporting method with which they are most comfortable. That is, any report/concern/incident(s) can be brought forward at the building level and/or at the District level. The specificity and clarity of the information (e.g., expressly identifying in connection with a verbal report that the issue concerns "bullying" and/or "harassment") is likely to be more important than the particular method that is used to make the initial point of contact. To help avoid misunderstandings, the District strongly encourages students and parents and guardians to submit a written report using the District's "Report of Bullying or Harassment" form any time they want to be sure that they are triggering the investigation and intervention steps outlined in related District procedures.

Regardless of the reporting method that is used, the District's primary concern in any situation that involves the bullying or harassment of a student is for the safety and well-being of the victim/target, and it is the District's goal to provide an adequate and appropriate response. Employees are directed to use their professional judgment to appropriately scale the nature of the District's response to the nature of the specific incident(s)/concern(s).

APPROVED: December 21, 2009

REVISED AND APPROVED: January 18, 2021

[Back to Top](#)

RULE 411.1B - REPORTING BULLYING/HARASSMENT (Expectations / Procedures for Employees)

Expectations for District Employees to Report Bullying or Harassment Involving Students

Any District employee who, in connection with his/her duties, witnesses or obtains credible knowledge of any incident of bullying or harassment of a student is expected to make a timely (usually same day) written report of the incident to the building principal, or Director of Pupil Services, in any of the following circumstances:

1. The employee knows or suspects that a student has been, or is being, subjected to any severe or repeated act(s) of bullying or harassment and believes that the incident(s) have caused, or are likely to cause, physical, emotional, or mental harm to the target/victim;
2. Any time the incident involves conduct by a District official, District employee, or other adult toward a student victim/target;
3. The conduct in question would clearly constitute prohibited harassment based on a student's legally-protected status;
4. Any time a person who is verbally reporting an incident or concern involving potential bullying or harassment expressly states that he/she wants the incident/concern to be documented;
5. If the employee knows that the incident reflects a continuation or escalation of prior bullying or harassment that has already been reported and that the bully-aggressor has already been expressly directed to cease; and
6. Any time an employee with knowledge of possible bullying or harassment concludes that he/she has (a) reasonable cause to suspect that a student has been (or is currently) subject to abuse or neglect, or (b) reason to believe that a student has been threatened with abuse or neglect and that abuse or neglect will occur (**IMPORTANT: Such an incident also triggers a duty to report the information to appropriate external legal authorities under state law**).

District employees may, in connection with their duties, witness or obtain credible knowledge of other incidents involving inappropriate conduct by or that is directed toward one or more students that may, or may not, also constitute bullying or harassment. For example, not all incidents of interpersonal conflict, teasing, name-calling, etc. amount to bullying or harassment. Provided that the employee is not required to report the matter pursuant to the paragraph immediately above, the District expects the employee to exercise reasonable judgment to determine (1) how to intervene to stop and address the inappropriate behavior; and (2) whether the incident should be further reported/documented.

In making such discretionary reporting decisions, an employee is expected to consider factors such as: (1) the extent to which the inappropriate behavior has stopped; (2) whether the incident appears to have been a relatively minor and isolated incident versus a severe or repeated behavior; and (3) the extent to which the victim/target, even if initially upset in the moment, does not appear to be substantially affected by the incident going forward.

Employees are expected to:

1. Make efforts to be reasonably consistent in making such reporting decisions;
2. Follow any supervisory guidance that they may receive; and
3. Seek assistance from the appropriate building principal or from student services personnel whenever they encounter a concern with bullying or harassment where (a) the employee is unsure how to fully assess or otherwise handle the situation; or (b) the employee believes that his/her standard behavior management techniques and practices are inadequate to appropriately respond to the situation/concern.

SPECIAL PROVISION APPLICABLE TO HOURLY EMPLOYEES: Hourly employees who are not assigned responsibility for regularly managing student conduct or for determining how the District will respond to incidents of bullying or harassment should, as a default, contact their supervisor or the relevant building principal any time they have significant concerns about the bullying or harassment of any student(s). This paragraph does not mean that hourly staff should refrain from attempting to stop harmful behavior in any incident that is presently taking place.

Reporting Procedures:

A District employee that is making a written report of bullying or harassment under this rule is expected to submit the report to Human Resources. The employee may use the District's building-level "Report of Bullying or Harassment" form. The employee should make an effort to confirm that the administrator received the report.

PROPOSED TO BOARD: December 21, 2020

[Back to Top](#)

RULE 411.1C - RESPONDING TO REPORTS OF BULLYING AND HARASSMENT INVOLVING STUDENTS

I. RESPONDING TO AND INVESTIGATING REPORTS OF POSSIBLE BULLYING OR HARASSMENT INVOLVING STUDENTS

A. General Expectations and Priority Actions

Whenever the District receives any report or complaint regarding alleged bullying or harassment of a student (whether written or verbal), or where any employee is otherwise addressing an incident, concern, or allegation that the employee understands to be related to possible bullying or harassment of a student, the highest-priority response measures are the following:

1. Intervening to attempt to stop harmful or inappropriate behavior in any incident that is presently taking place;
2. Taking steps to address concerns regarding any imminent threats or imminent harm; and
3. Identifying a teacher, administrator, or other licensed staff member who will make a personal contact with the student who has been clearly identified as a possible victim/target of bullying or harassment.

The District's further expectation is that employees will process written reports and formal complaints according to established procedures, and, more generally, appropriately scale the District's response to any report or complaint in a manner that reflects the known nature and severity of the specific incident(s)/concern(s). The District's response to any situation involving bullying or harassment should be adjusted any time the District determines that an initial response or attempted resolution has been ineffective.

B. Investigating a Written Report of Bullying or Harassment

The following procedures shall be used to process any clearly identified written report of possible bullying or harassment of a student that is received by the District, including most reports submitted using the District's "Report of Bullying or Harassment" form, but not including any report or complaint that is being separately processed under the District's formal student discrimination complaint procedure. Where any written report of bullying or harassment specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected status or classification (race, sex, sexual orientation, disability, etc.), the District reserves the right to divert the report for separate processing as a complaint under the District's student discrimination complaint procedures.

1. **Initial Screening.** Under the direction of a school administrator, each written "Report of Bullying or Harassment" will initially be screened by a licensed staff member to determine whether the report involves conduct that, if substantiated, could be a violation of the District's anti-bullying and anti-harassment policy. This step will normally involve making an initial contact with the individual who submitted the report, as well as with each student who is an alleged target/victim.
 - a. If the District, with the approval of a school administrator, determines that the report involves conduct that would not be a violation of the District's anti-bullying and anti-harassment policy, the issue may be diverted from these procedures for some other appropriate resolution. The individual filing the report and each known target/victim and his/her parent or guardian will be notified of such a decision, and they may, within identify the appropriate time period – e.g., 10 days of being notified, request reconsideration of the decision.
 - b. If the initial screening suggests that bullying or harassment may have occurred (or may be occurring), an administrator or designee will continue to process the report under these procedures.

- (1) From this point forward, and regardless of who initially submitted the report, the District's primary point of contact regarding the report will be with each student who is an alleged target/victim and the student's parent or guardian.
- (2) Nothing in the remainder of these procedures prevents an administrator, a target/victim, and the student's parent or guardian from mutually agreeing, at any time, to a resolution of a report of bullying or harassment that is satisfactory to all parties, even though it departs from these procedures. Such an alternative resolution shall be documented in the District's records. However, no administrator shall approve a resolution that he/she determines (a) does not adequately address the matter, or (b) may jeopardize any person's safety.

2. Post-Screening Investigation. When any report of bullying or harassment is investigated beyond the initial screening stage, the investigation shall be conducted by an administrator or by a licensed staff member acting under the direction of an administrator, unless the District Administrator engages an independent outside party to conduct the investigation.

- a. The investigation shall be conducted by a person who the District determines is not identified as a person who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.
- b. The investigator shall ensure that the person who filed the report and any student who has been identified as an alleged victim/target has had an opportunity to present relevant information or other evidence.
- c. Prior to making and issuing any determination that a report of bullying or harassment has been substantiated, the investigator shall (unless the student is unavailable to the District) provide any accused bully/aggressor who has been identified with an opportunity to respond to the allegations and to present relevant information or other evidence.
- d. Nothing in these procedures prevents the District from implementing interim responsive measures (e.g., pending completion of an investigation) that are intended to address any person's safety and well-being, prevent continuation or escalation of a conflict, or prevent disruption to a student's education or within any school environment.

3. Administrative Determination. Following the completion of the investigation described in Step 2, the person who conducted the investigation (if someone other than the building principal or District Administrator) shall consult with a building principal or the District Administrator, and the administration will determine whether any bullying, harassment, or other violation of District policies or school rules has been substantiated.

a. The District will notify each student (and his/her parent or guardian) who was identified as an alleged target/victim of the extent to which the District determined that the student has (or has not) been subjected to bullying or harassment in violation of Board policy.

b. The District will notify each student (and his/her parent or guardian) who was identified as an alleged bully/aggressor of the extent to which the District determined (if at all) that the student engaged in bullying, harassment, or other conduct prohibited by Board policy or school rules. The appropriate entries documenting any violation(s) will be made in the student's behavioral records.

4. Request for Reconsideration of the Administrative Determination. Any student, or any parent or guardian of the student, who is an alleged target/victim or an alleged bully/aggressor and who disagrees with the administration's decision in the matter may, within 10 calendar days of being notified of the administration's decision, file a written request for reconsideration with the office of the District Administrator. Unless additional time

is needed to conduct further investigation or to evaluate new information, the District Administrator shall normally respond to the request for reconsideration within 10 calendar days.

5. **Optional Appeal to the School Board.** Any student, or any parent or guardian of the student, who is an alleged target/victim or an alleged bully/aggressor and who disagrees with the District Administrator's resolution upon reconsideration may treat the District Administrator's decision as the District's final decision or submit an appeal to the School Board. Any appeal to the Board shall be filed in care of the School Board Clerk at the Office of the District Administrator within 10 calendar days of receipt of the District Administrator's decision, and the request shall state the reasons the decision is being appealed. The Board will provide a response to the appeal, which may or may not involve a meeting with the relevant parties and/or further investigation.

6. **Appeal to DPI in Limited Cases.** Where any written "Report of Bullying or Harassment" investigated under these procedures specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected classification (e.g., race, sex, sexual orientation, disability, etc.), the complaining party may appeal any negative final decision of the District to the State Superintendent of Public Instruction. Accordingly, in such cases, notice of a negative determination issued to the complainant by the District Administrator upon reconsideration or (if applicable) by the Board shall include notice to the complainant that the District's determination may be appealed to the State Superintendent in writing within 30 days using the procedures identified in Chapter PI 1 of the Wisconsin Administrative Code.

II. DISTRICT INTERVENTIONS FOLLOWING REPORTS AND SUBSTANTIATED INCIDENTS OF BULLYING OR HARASSMENT INVOLVING STUDENTS

A. Supporting a Student Who Expresses Concerns or Fears Related to Bullying or Harassment

In some situations, an investigation may be unable to substantiate a particular incident, unable to identify any or all students who may have been involved in a particular incident, or result in a finding that away-from-school conduct cannot be investigated as a District matter. However, a substantiated incident is not a prerequisite to providing supportive interventions on behalf of a student who expresses concerns or fears related to bullying or harassment. Any time the District is working with a student and/or his/her parent or guardian surrounding concerns with bullying or harassment, staff may explore the extent to which on-going monitoring, counseling, or other supportive measures may be useful and appropriate.

B. Supporting a Student Victim Following a Substantiated Incident of Bullying or Harassment

Following any substantiated incident of bullying or harassment involving a student victim, the building principal shall specify in writing for the student and his/her parent or guardian the victim-focused interventions that the District intends to implement. Examples of possible interventions and responses include:

- Establishing clear points of contact if the student, or the student's parent or guardian, has ongoing or new concerns, if any issues concerning retaliation arise, etc.;
- Establishing date(s) by which a designated staff member will initiate follow-up contact with the student and/or the parent or guardian;
- Involving/notifying additional school staff;
- Monitoring particular situations/settings;
- Providing student services (e.g., counseling);
- Establishing and implementing specific safety plans.

C. Accountability for Students Who Have Engaged in Bullying or Harassment

If the District issues a determination under these procedures that a student has engaged in conduct that constitutes bullying or harassment in violation of Board policy, the building principal shall specify in writing for the student and his/her parent or guardian (1) any school-related consequences that the District is imposing on the student; and/or (2) any other interventions that the District intends to implement to promote positive changes in the student's interpersonal

skills, communication skills, socio-emotional development (e.g. his/her capacity to demonstrate empathy for others) and/or general behavior moving forward.

Examples of possible school-related consequences include: loss or suspension of privileges, detention, in-school suspension, out-of-school suspension, and expulsion from school.

Examples of other possible interventions include:

- Holding meetings involving the student and his/her parent or guardian which cover issues such as ensuring that the student understands (a) the consequences and impact of his/her past behavior; (b) how the District defines bullying and harassment; (c) the possible consequences for future violations of the District's behavioral expectations; and (d) that any type of retaliation related to the incident is prohibited and would be a serious offense;
- Establishing date(s) by which a designated staff member will initiate follow-up contact with the student and/or the parent or guardian;
- Providing student services (e.g., counseling);
- Interventions intended to identify/address potential underlying causes of the behavior and teach new skills;
- Referring the student's parent or guardian to available community services, non-District counseling, etc.

Nothing in these procedures prevents District staff from involving or referring a matter to law enforcement where a student's conduct may have violated one or more laws or where safety interests indicate that such involvement is appropriate.

D. Enhancing School Climate and Building All Students' Awareness and Skills

The District's goals include creating a culture in which bullying and harassment are not tolerated, in which students are supported and encouraged to report concerns with possible harassment or bullying, and in which students build skills that enable them to assist peers who are harassed or bullied. Accordingly, anti-bullying and anti-harassment efforts have an on-going instructional component for all students, which will not necessarily be associated with any particular incident. However, it is also possible that certain incidents or observed patterns of conduct may cause the District to implement a group-based, class-wide, or school-wide intervention measure that is intended to enhance student awareness, communicate particular concerns, identify and promote desired behaviors, and/or to improve the class or school climate. However, the District will give due consideration to the privacy interests of, and potential negative consequences for, any individual students whenever such interventions are considered.

BOARD APPROVED: 1/18/21

[Back to Top](#)

RULE 411.1D – BOARD GUIDELINES

BOARD GUIDELINES FOR THE DISTRICT'S PROCEDURES, SERVICES AND COMMUNICATIONS RELATED TO BULLYING AND HARASSMENT IN THE SCHOOLS

The Board believes that bullying and harassment are complex school and community issues that have harmful consequences, first and foremost, for those individuals who are the victims of the behavior; but bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community. Accordingly, the Board directs the administration to ensure that the District's schools are taking active steps, directed toward both students and staff, surrounding bullying and harassment awareness, prevention, and intervention/response.

The administration shall ensure that bullying and harassment are addressed:

- 1. Within the District's personal development and health education curriculum;*
- 2. As an element of technology/Internet safety instruction;*
- 3. As an element of developing and monitoring the overall climate of District schools and programs;*
- 4. By providing staff development resources related to harassment and bullying and communicating to District employees about their responsibilities related to awareness, prevention, and intervention;*
- 5. By enforcing the Board's expectations that employees and other adults who are present in the school environment will model appropriate behaviors, including not only the expectation that such adults will avoid engaging in bullying or harassment of students and others, but also the expectation that such adults will model the responsive behaviors that students are encouraged to use when they observe or intervene in response to negative conduct by others;*
- 6. Through the provision and use of interventions and supports for students;*
- 7. By establishing and communicating expectations for student conduct that address negative behaviors that, even if not rising to the level of bullying or harassment, are inappropriate for the school environment and that may be a precursor to bullying or harassment; and*
- 8. By establishing and implementing procedures under which incidents and concerns involving bullying and harassment can be reported and addressed in an appropriate manner.*

While there are often challenges associated with appropriately identifying, assessing, and responding to incidents of bullying and harassment, the District's procedures, services, and communications related to bullying and harassment shall take the following positions of the Board into consideration:

1. The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the totality of the known circumstances. No single, pre-defined response is appropriate for all circumstances. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.
2. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents and guardians affected by a serious situation (a) clearly identify the severity and totality of the circumstances of the situation to a teacher or administrator; and (b) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.

3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is generally less important than identifying the behavior as inappropriate and taking action to address the behavior. However, where any written complaint or written report of bullying or harassment specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected classification, the District shall treat its final determination as appealable to the State Superintendent of Public Instruction.

Information/Notice

1. Students and parents and guardians shall be informed annually of relevant portions of the District's anti-bullying and anti-harassment policy and the related complaint/reporting procedures through the Student Handbook.
2. The District will also provide a copy of the anti-bullying and anti-harassment policy and the related complaint/reporting procedures to any person who requests it.
3. A reference to the District's anti-bullying and anti-harassment policy and the related procedures shall also be included in the District's Employee Handbook.

Annual Report

The District's Equal Educational Opportunities Compliance Officer shall keep data on the number and types of student-related incidents of bullying and harassment that are the subject of a written report/complaint. The Compliance Officer shall create an end-of-year annual summary report of such incidents (not including any personally-identifiable student information) to assist with the District's evaluation of its efforts to address bullying and harassment in the schools.

BOARD APPROVED: 1/18/21

[Back to Top](#)

EXHIBIT 411.1

Report of Bullying or Harassment

(Any person with knowledge or concerns related to the possible bullying or harassment of a student may report the issue using this form.)

1. Print the name of the person who is submitting this report: _____	2. Today's Date: _____ _____
3. For non-student reporters: I can be contacted by phone/email at: _____	
4. The person submitting the report is a: <ul style="list-style-type: none"> • Student in grade _____ • Parent/Guardian of _____ • School District Employee • Other: _____ 	5. The person submitting the report is (check all that apply): <ul style="list-style-type: none"> • A victim/target of bullying or harassment • Someone who saw what happened to someone else • Someone who has heard what happened to someone else • Other: _____
6. WHO is being bullied or harassed? (Please provide names(s) and grade(s) of each student you can identify as a possible victim/target.) _____	
7. WHO is bullying or harassing the people listed above? (Check all that apply and identify individuals to the extent possible.) <ul style="list-style-type: none"> • Other student(s): _____ • School employee(s): _____ • Someone else: _____ 	
8. Describe WHAT happened (or what is currently happening), WHERE it occurred (e.g., which school), and WHEN it occurred: _____ _____ _____ _____ _____ List additional incidents, or provide additional detail, on the back of this form (or by using attached sheets of paper) if needed.	
9. Is the problem over now, or is it likely to continue? <ul style="list-style-type: none"> • It seems like it is over for now, but I'm still concerned. • It is continuing, or seems very likely to continue. 10. Does this complaint allege a violation of law or District policy that is based upon, or that has occurred because of, any individual's legally-protected status or classification (e.g., race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or disability)? <input type="checkbox"/> No. It does not seem connected to any status or category. <input type="checkbox"/> Yes. List each protected status/category that you feel is relevant to the allegations made in this complaint: _____ _____	11. To your knowledge and in relation to this complaint, is anyone's health or safety in imminent danger such that you believe immediate action is needed to alleviate that danger? <ul style="list-style-type: none"> • No. • Yes. Please identify WHO may be in danger and WHY: _____ _____ _____ Has anyone contacted law enforcement? <ul style="list-style-type: none"> • No. • Yes. Who? _____ _____

12. Please **SIGN** and **DATE** this form (for reports submitted by multiple people, please attach an additional signature page or add a signature in the space provided for additional details).

Your signature is your assurance that the information provided in this complaint form is provided in good faith and that it is accurate to the best of your knowledge.

Signature

Date

Use the space below (or additional sheets) to provide any additional detail that you wish to provide:

Please Submit this Report **DIRECTLY** to the the Director of Pupil Services

Lines below are for School District OFFICE USE ONLY

1. Identify the **name and title** of the person who received this form on behalf of the School District, and identify the **date of receipt**:

Name

Title

Date of Receipt by the District

2. Identify the method of receipt:

☐ Hand delivery

☐ Interoffice mail

☐ U.S. mail ☐ Other: _____

☐ Email

3. By number, identify the items on this form (if any) which were blank or clearly incomplete at the time the form was initially filed with the District:

4. Identify the **supervisor(s) or administrator(s)** who have been notified of the District's receipt of this report as of the date of receipt:

5. Identify the **supervisor or administrator** who is assigned primary responsibility for ensuring this report is processed appropriately:

6. Other information the District wishes to document related to the receipt of this complaint:

BOARD APPROVED: 1/18/21

[Back to Top](#)

POLICY 411.2 - BULLYING POLICY

Introduction

The Rosendale-Brandon School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the Building Administrator.

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.

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. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report. The following school district employees have been identified as the investigator:

Brandon School - Principal
Laconia High School - Principal
Rosendale Intermediate School - Principal
Rosendale Primary School - Principal

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

The person assigned by the district to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

APPROVED: 8-23-10

[Back to Top](#)

POLICY 412.1 - FULL TIME STUDENT, DEFINITION OF

WHEREAS: Full Time students are a factor in public school yearly attendance count, and

WHEREAS: School boards of education are directed to formalize a policy defining a fulltime student that will be used by the auditor in determining if a student meets the "full time" student definition, and

WHEREAS: The Wisconsin State Statutes have no provision for counting part-time students (except that kindergarten and 3-5 year olds, Chapter 115 students are counted as one-half and summer school students as an A.D.M. equivalent).

WHEREAS: A uniform policy within a particular level, i.e., elementary, middle or junior high, and high school require the same minimum "full time" program for all students in order to qualify for general aids.

THEREFORE BE IT RESOLVED:

1. A fulltime student must be carrying a minimum school program as follows:
 - a. Secondary students (grades 9-12) must carry the equivalent of five Carnegie Units per school year.
 - b. Middle School students (grades 6-8) must be scheduled for the equivalent of five Carnegie Units each school year.
 - c. Elementary school students (grades 1-5) must be scheduled for a full school day. A full school day consists of 300 minutes of instructional time.
 - d. Kindergarten students must be scheduled for 150 minutes of instructional time per day in order to be counted as one-half of a full time student for state aid purposes.
2. Exceptions to the above mentioned definition of a fulltime student are as follows:
 - a. Exceptional Education Needs (EEN) students. The professional staff may design a course of study which meets the needs of an EEN student but has fewer than five Carnegie Units.
 - b. At Risk Students (Dropout Prevention Program). The professional staff may design a program of study involving work experience or some other alternative educational program that they feel will better meet the students' needs than a regular education program.
 - c. Medical Excuse. A student's program may be altered as the result of an extenuating circumstance such as sickness, injury, etc. upon the written request of qualified medical personnel.
3. Students attending less than full time, who are not in a "special program" will be counted for state aid purposes depending on the percent of time they are meeting the standards set for a fulltime student. Example: A student in grades 9-12 who carried two Carnegie Units of credit in a school year would be reported as two-fifths of a student for state aid purposes.

Replaces: "Full Time Student, Definition of" adopted April 23, 1979.

ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on December 16, 1985

[Back to Top](#)

POLICY 420 - ADMINISTRATIVE PROCEDURES FOR THE ADMISSION OF HOME-BASED PRIVATE EDUCATION STUDENTS

The following guidelines shall be adhered to:

1. Registration: It shall be the responsibility of the parent of each child entering the Rosendale-Brandon School District to complete official registration forms prior to assignment by the principal to a grade or schedule of classes.
2. Health Records and Physicals: Parents of students admitted to the district's schools shall present immunization records as required by state law. In addition, students are encouraged to have completed physical and dental examinations prior to entering school.
3. Home-Based Education: Being fully aware of the dictates and specifications as set forth in State Statutes, the Rosendale Brandon School District hereby adopts the following in regards to students who enter or re-enter the Rosendale-Brandon Schools after having availed themselves of a home-based education program:
 - A. Elementary and Middle Schools (K-8)
 1. If the student has been in a home-based educational program, the student may be placed by the principal with the student's age level peers. The student shall not be placed below/above the determined grade level of his/her peers without a review by appropriate staff, taking into account available tests, review of records, and other academic assessments requested by the building principal.
 2. In the event that there is an appeal on behalf of the student regarding the placement (grade level), a written appeal may be made to the School Board within ten (10) days of the placement decision. The decision of the School Board shall be considered "final" by all parties.
 - B. High School (9-12)
 1. The building principal is responsible for determining grade level placement. The administration will make a determination of the number of credits allowed toward high school graduation requirements upon enrollment.
 2. Placement of a student in high school shall be based on evidence of prerequisite completion of materials in reading, language arts, mathematics, social studies, science, computers, and health. The successful completion of home-based courses shall be determined by evidence of time allotment and substantially the same course content and objectives. For those students seeking placement at higher than a ninth grade level, the names of the courses taken, course descriptions, time devoted to courses, grades earned, and test scores may be used as evidence of academic accomplishment.
 3. When evidence of academic accomplishment is not available or is inconclusive, an evaluation by appropriate school staff shall be required. Such an evaluation will include assessment in one or more of the areas of reading, language arts, mathematics, social studies, science, computer literacy, and health. The student shall be placed in an appropriate curriculum but credit may or may not be awarded.
 4. Courses taken while on a home-based private educational program shall be noted as such on the student's permanent record. Home-based educational program grades shall be recorded as "satisfactory" or "unsatisfactory". Grades and grade point averages from home-based instruction will not be used for class standing.

5. To receive the "Academic Excellence Scholarship" a home-based transfer student must be enrolled at Laconia High School for six consecutive semesters prior to graduation.
6. In the event that the home-based student has attended a public or private high school recognized by the Rosendale-Brandon School Board for single or multiple semesters or years, the credits earned at such high school(s) may be accepted as recorded by said school.

APPROVED: February 18, 2002

[Back to Top](#)

POLICY 421 - ENTRANCE AGE

Children who meet the age requirements of the State of Wisconsin are enrolled in kindergarten and/or first grade at the beginning of the school year. To be enrolled in kindergarten, a child must be four or five years old on or before September 1st of the year he/she wishes to be enrolled. A child must be six years old on or before September 1 of the year he/she wishes to be enrolled in first grade.

Kindergartners are registered in the second semester of the school year at specified dates to be widely publicized by the administration.

A birth or baptismal certificate must be presented at the time of kindergarten registration as proof of age.

Children transferring to the District from another district or educational program shall be requested to present evidence of previous grade placement through a transcript or record submitted by an official of the previously attended school(s) or program(s). This transcript shall become a part of the student's file.

Before admittance to school, every child must present the necessary health and immunization records as required by the Department of Public Instruction, the Department of Health and social Services and state law.

Special Education: Preschool Entrance Age

Children identified as having exceptional educational needs (EEN) may be enrolled in a school program before the age of five in accordance with state and federal laws and regulations.

The District shall not discriminate in admissions to any school, class, program or activity on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

APPROVED: 8/19/91

REVISED and APPROVED: 3/17/14

[Back to Top](#)

RULE 421(1) - EARLY ADMISSION TO KINDERGARTEN – PROCEDURES

1. Parent requests, in writing to the Administrator, consideration of their child as a possible candidate for early entrance to kindergarten.
2. Administrator sends an acknowledgement of receipt of letter and copy of early entrance procedures to parent with copy to building principal of affected elementary school.
3. Building principal schedules appointment with parent, meets with parents and conducts interview to investigate child's potential for success as early entrant.
4. If principal feels child meets basic criteria listed on interview checklist, the school psychologist is notified. If the child does not appear to be a viable candidate for early entrance according to the established criteria, the parents are informed of this and other suggestions made.
5. Candidates for early entry will participate in kindergarten screening.
6. The school psychologist will schedule students referred for early entrance to the "Getting Ready for Kindergarten" class in summer school.

During summer school the child will be observed and evaluated in these areas:

The child will display:

1. Well-developed physical growth and good general health.

A chronic physical disability which would prevent normal physical activity should not in itself preclude consideration for early admission.

2. Well-developed social and emotional growth evidenced by:
 - a. The ability to play with other children of kindergarten age.
 - b. The ability to participate in group activities.
 - c. The ability to separate from his/her parents.
 - d. The demonstration of emotional stability.
 - e. The demonstration of normal self-help skills for a kindergartner.
3. Well-developed intellectual growth.
 - a. The ability to listen and follow directions.
 - b. The ability to attend to a task.
 - c. The ability to speak in complete sentences.
 - d. The ability to be cooperative in a classroom environment.
 - e. Display eagerness/interest in learning.

7. The school psychologist and summer school teacher will make a recommendation for early entrance to the administrator before the end of the summer school session.

APPROVED: 8/19/91

[Back to Top](#)

Exhibit 421(1) - Early Entrance to Kindergarten - Sample Letter

Date

Name

Address

City, State Zip

Dear _____:

I have received your request for your child _____ born _____ to be considered a candidate for early entrance to kindergarten. We have established very stringent criteria for early entrance to ensure that children are not placed in a failure situation.

The criteria we have established for early entrance are as follows:

1. I will send a copy of my letter to the principal of the elementary school your child would attend. He/she will contact you and set up an appointment for an interview. Based upon the results of the interview, the principal may refer your child on to the next step in the process or suggest that you not continue the early entrance process.
2. Your child will participate in the kindergarten screening procedure.
3. If recommended by the principal, your child will be enrolled in the summer school pre-kindergarten program. All children considered for early entrance must complete the summer school program.
4. Your child's performance in the summer school program and results of evaluations done during summer school, will be used to determine if your child would be likely to succeed in kindergarten. If this is the case, I will recommend to the Board of Education that your child be allowed to enter kindergarten a year early.

Sincerely,

[Back to Top](#)

RULE 421(2) - EARLY ENTRANCE TO KINDERGARTEN CRITERIA

I. Letter to Administrator

Parents wishing to have their child considered for early entrance to kindergarten must write a letter to the Administrator requesting consideration of early entrance. This letter must be received by the Administrator no later than March 30th. In order to be considered for early entrance a child must be 5 on or before December 1st. The Administrator will acknowledge the request in a letter (see 421 – Exhibit 1) outlining the early entrance procedures. All secretaries in the elementary schools, special services department and central office will be given a packet of information regarding early entrance procedures.

II. Interview by Principals

Upon receipt of the copy of the Administrator's letter to the parents requesting early entrance, the principal will schedule an appointment for an interview with the parents. Both parents and the child will be requested to attend the interview. The principal may invite his/her kindergarten staff to be present during the interview. The purpose of the interview is to screen-out those who, by functional level and/or experience, are not viable candidates for early entrance. The principal will inform parents at the conclusion of the interview if he/she does not feel their child should be considered as a candidate for early entrance. If the child is a viable candidate, the principal will explain the requirement of participation in the kindergarten screening, successful completion of the summer school kindergarten program and evaluations conducted during summer school. The principal will use the interview form (see 421 – Exhibit 2) as the basis for the interview. Copies of the interview for all children referred on to the summer school program will be sent to the pupil personnel staff. If a child is recommended to be enrolled in the summer school program the principal will obtain the parent permission for the psychological evaluation and send it to the school psychologist.

APPROVED: 8/19/91

[Back to Top](#)

Exhibit 421(2) - EARLY ENTRANCE TO KINDERGARTEN INTERVIEW FORM

Name of Child: _____

Date of Birth _____ Birth Certificate checked. DOB must be between 9/2 and 12/1

Name of Parent: _____

Address: _____ Telephone: _____

Date of Interview: _____ Principal _____

Others Present: _____

Developmental

1. Describe your child's developmental history (ages of walking, talking etc):

2. Describe your child's health history (any serious illness or injury, difficult birth, etc.):

3. What type of preschool education has your child had? (Preschool, library story hour, church school – not church day care):

4. Tell me about your child's ability to dress self (button, snap, zip, and tie).

5. Tell me about your child's playmates. (Find out age of playmates):

6. Tell me about sitting activities your child does (coloring, pasting, cutting).

Kindergarten Readiness Skills

1. Tell me about your child's response to being read a story. _____

2. Tell me about your child's vocabulary and sentence structure (speak in complete sentences, avoid baby talk, and name common objects). _____

3. Tell me about your child's independent skills. _____

4. Tell me about your child's gross motor skills (hop on one foot, skip, throw and catch a small ball).

5. Can your child listen to a rhyme and hear similarities and differences? _____

6. Tell me about your child's use of tools related to school (crayons, paints, clay, pencil, and blocks).

7. Tell me about your child's drawing/writing skills _____

8. Tell me the personal information you child knows (full name and home address).

9. Tell me how your child interacts with other children while not under adult supervision.

10. Tell me about your child's understanding of numberness. _____

Family Support

1. Describe what you as a parent have done to get your child ready for school:

2. What books have you read to your child in the last month? _____

3. Describe how you discipline your child: _____

4. What type of family educational activities have you and your child engaged in? (Visits to library, Educational places – Thousand Elands, museum, vacations to historic/educational places, engaging in educational activities – building something, hobbies, etc.): _____

5. Tell me about any workshop, lecture, or presentation on child development, preparing for school, etc. that you may have attended. _____

[Back to Top](#)

RULE 421(3) - EARLY ENTRANCE TO FIRST GRADE

All conditions in the administrative guidelines that apply to a child's early entry into kindergarten shall apply to the applicant for early entrance into first grade. In addition, the following applies:

1. The child's birthdate will occur beyond the specified entry date for first grade by no more than three months.
2. The child was admitted to and successfully completed kindergarten; or
3. The child successfully completed a program for five-year-old children which the school board deems equivalent to kindergarten; or
4. The child not meeting the conditions of (1) or (2) above but who, as a result an evaluation by an M-Team which included a certified school psychologist, is considered capable of and whose educational welfare would best be served by placement in first grade.

Factors considered important by teachers and reading specialists for successful early placement are:

- a. maturity
- b. self care skills
- c. good listening skills
- d. confidence
- e. ability to follow oral directions
- f. good peer interaction

APPROVED: 8/19/91

[Back to Top](#)

Exhibit 421(3) - Early Entrance to Four Year Old Kindergarten - Sample Letter

Date

Name

Address

City, State Zip

Dear _____:

I have received your request for your child _____ born ____ / ____ / ____ to be considered a candidate for early entrance to four year old kindergarten. We have established very stringent criteria for early entrance to ensure that children are not place in a failure situation.

The criteria we have established for early entrance are as follows:

1. I will send a copy of my letter to the principal of the elementary school your child would attend. He/she will contact you and set up an appointment for an interview. Based upon the results of the interview, the principal may refer your child on to the next step in the process or suggest that you not continue the early entrance process.
2. Your child will participate in the four year old kindergarten screening procedure.
3. If recommended by the principal, your child will be enrolled in the summer school Getting Ready for Four Year Old Kindergarten program. All children considered for early entrance must complete the summer school program.
4. Your child's performance in the summer school program and results of evaluations done during summer school, will be used to determine if your child would be likely to succeed in four year old kindergarten. If this is the case, I will recommend to the Board of Education that your child be allowed to enter four year old kindergarten a year early.

Sincerely,

[Back to Top](#)

RULE 421(4) - EARLY ADMISSION TO FOUR YEAR OLD KINDERGARTEN – PROCEDURES

1. Parent requests, in writing to the Administrator, consideration of their child as a possible candidate for early entrance to four-year old kindergarten.
2. Administrator sends an acknowledgement of receipt of letter and copy of early entrance procedures to parent with copy to building principal of affected elementary school.
3. Building principal schedules appointment with parent, meets with parents and conducts interview to investigate child's potential for success as early entrant.
4. If principal feels child meets basic criteria listed on interview checklist, the school psychologist is notified. If the child does not appear to be a viable candidate for early entrance according to the established criteria, the parents are informed of this and other suggestions made.
5. Candidates for early entry will participate in four year old kindergarten screening.
6. The school psychologist will schedule students referred for early entrance to the "Getting Ready for Four Year Old Kindergarten" class in summer school.

During summer school the child will be observed and evaluated in these areas:

The child will display:

1. Well-developed physical growth and good general health. A chronic physical disability which would prevent normal physical activity should not in itself preclude consideration for early admission.
2. Well-developed social and emotional growth evidenced by:
 - a. The ability to play with other children of four year old kindergarten age.
 - b. The ability to participate in group activities.
 - c. The ability to separate from his/her parents.
 - d. The demonstration of emotional stability.
 - e. The demonstration of normal self-help skills for a four year old kindergartener.
3. Well-developed intellectual growth.
 - a. The ability to listen and follow directions.
 - b. The ability to attend to a task.
 - c. The ability to speak in complete sentences.
 - d. The ability to be cooperative in a classroom environment.
 - e. Display eagerness/interest in learning.
7. The school psychologist and summer school teacher will make a recommendation for early entrance to the administrator before the end of the summer school session.

APPROVE: December 15, 2014

[Back to Top](#)

Exhibit 421(4) - EARLY ENTRANCE TO FOUR YEAR OLD KINDERGARTEN INTERVIEW FORM

Name of Child: _____

Date of Birth _____ Birth Certificate checked. DOB must be between 9/2 and 12/1

Name of Parent: _____

Address: _____ Telephone: _____

Date of Interview: _____ Principal _____

Others Present: _____

Developmental

1. Describe your child's developmental history (ages of walking, talking etc):

2. Describe your child's health history (any serious illness or injury, difficult birth, etc.):

3. What type of preschool education has your child had? (Preschool, library story hour, church school – not church day care):

4. Tell me about your child's ability to dress self (button, snap, zip, and tie).

5. Tell me about your child's playmates. (Find out age of playmates):

6. Tell me about sitting activities your child does (coloring, pasting, cutting).

Four Year Old Kindergarten Readiness Skills

1. Tell me about your child's response to being read a story. _____

2. Tell me about your child's vocabulary and sentence structure (speak in complete sentences, avoid baby talk, and name common objects). _____

3. Tell me about your child's independent skills. _____

4. Tell me about your child's gross motor skills (hop on one foot, skip, throw and catch a small ball).

5. Can your child listen to a rhyme and hear similarities and differences? _____

6. Tell me about your child's use of tools related to school (crayons, paints, clay, pencil, and blocks).

7. Tell me about your child's drawing/writing skills _____

8. Tell me the personal information you child knows (full name and home address).

9. Tell me how your child interacts with other children while not under adult supervision.

10. Tell me about your child's understanding of numberness. _____

Family Support

1. Describe what you as a parent have done to get your child ready for school:

2. What books have you read to your child in the last month? _____

3. Describe how you discipline your child: _____

4. What type of family educational activities have you and your child engaged in? (Visits to library, Educational places – Thousand Elands, museum, vacations to historic/educational places, engaging in educational activities – building something, hobbies, etc.): _____

5. Tell me about any workshop, lecture, or presentation on child development, preparing for school, etc. that you may have attended. _____

APPROVED: December 15, 2014

[Back to Top](#)

RULE 421(5) - EARLY ENTRANCE TO FOUR YEAR OLD KINDERGARTEN CRITERIA

I. Letter to Administrator

Parents wishing to have their child considered for early entrance to four year old kindergarten must write a letter to the Administrator requesting consideration of early entrance. This letter must be received by the Administrator no later than March 30th. In order to be considered for early entrance a child must be 4 on or before December 1st. The Administrator will acknowledge the request in a letter (see 421 – Exhibit 3) outlining the early entrance procedures. All secretaries in the elementary schools, special services department and central office will be given a packet of information regarding early entrance procedures.

II. Interview by Principals

Upon receipt of the copy of the Administrator's letter to the parents requesting early entrance, the principal will schedule an appointment for an interview with the parents. Both parents and the child will be requested to attend the interview. The principal may invite his/her four year old kindergarten staff to be present during the interview. The purpose of the interview is to screen-out those who, by functional level and/or experience, are not viable candidates for early entrance. The principal will inform parents at the conclusion of the interview if he/she does not feel their child should be considered as a candidate for early entrance. If the child is a viable candidate, the principal will explain the requirement of participation in the four year old kindergarten screening, successful completion of the summer school four year old kindergarten program and evaluations conducted during summer school. The principal will use the interview form (see 421 – Exhibit 4) as the basis for the interview. Copies of the interview for all children referred on to the summer school program will be sent to the pupil personnel staff. If a child is recommended to be enrolled in the summer school program the principal will obtain the parent permission for the psychological evaluation and send it to the school psychologist.

APPROVE: December 15, 2014

[Back to Top](#)

POLICY 422 - SCHOOL ADMISSION

General Admission

Parents or guardians of children being enrolled in Rosendale-Brandon District schools will present to the principal or designee, the following information:

1. Child's proper name, birthdate, and address of residence.
2. Name of legal guardian and parent without custody.
3. Emergency information including the child's physician, hospital, known medical problems, and medication needs.
4. For the child's initial enrollment, a record of birth, a physician's statement on the child's health and an immunization record.
5. For the student transferring from another school, a transcript/or progress record of the performance in previous academic settings – or the release of academic records.
6. The signature of the guardian will appear on the enrollment card.

The school may ask the parent and child to respond to a survey designed to determine the student's educational need. This survey will be administered by the principals or his/her designee.

APPROVED: 8/19/91

REVISED and APPROVED: 10/25/10

[Back to Top](#)

POLICY 424 - ADULT ADMISSION TO HIGH SCHOOL

Students the age of 19 must be able to schedule all class requirements for graduation from Laconia High School by age 20 in order to continue their education and/or enroll at Laconia High School.

APPROVED: 8/15/94

[Back to Top](#)

POLICY 425 - INTER-DISTRICT OPEN ENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

Subject to the exceptions that the School Board (1) each January, shall act upon any annual space availability determinations for purposes of nonresident open enrollment into the District; and (2) shall act to approve any discretionary transportation contracts, the Board authorizes the District Administrator, or any administrative-level designee of the District Administrator, to make all other decisions and determinations that are necessary or permitted in connection with any open enrollment application or any open enrollment student under this policy and its related Board-approved rule. However, this delegation of authority shall not be construed to prohibit the District Administrator from bringing any such decision or determination to the Board as he/she deems necessary or prudent.

NONRESIDENT OPEN ENROLLMENT STUDENTS

A nonresident student may apply for full-time enrollment in a public school in the District under the open enrollment program. Applications shall be made and acted upon in accordance with the timelines and procedures outlined in state law and in the administrative rules established by the DPI. The District shall consider and apply the following criteria when deciding whether or not to accept (or, in some situations, revoke acceptance of) a nonresident student's application for full-time open enrollment:

I. Space Availability

The District shall consider the availability of space in the schools, programs, classes or grades within the District. When determining space availability, consideration may be given to desired class size limits, desired student-teacher ratios, overall building capacity, future enrollment projections, the projected number of sections of particular grades or courses, desired program-size limitations, and known or projected limitations on available staffing and other resources. Based upon a review of the relevant considerations, the Board may annually establish, at a Board meeting held in January, space limitations applicable to non-resident open enrollment.

If the Board establishes any annual space availability limitations, the Board, at a minimum, will specify the number of spaces available in each grade (although two or more grades may be combined and treated as a single grade) and the number of spaces available in any established special education program or service that has identifiable space limitations.

If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application period for the following school year, then the District shall not approve any alternative applications for that specific area that are submitted for the current school year after the date of the January school board meeting. Further, the District shall deny any alternative applications for a particular grade or program for the current school year that are received on or before the date of the Board meeting in January where space availability for open enrollment is again considered if, due to space considerations, the District did not approve all otherwise-eligible regular-period application(s) for that particular grade or program for the same school year.

The District does not create or administer any waiting lists for open enrollment applications.

If the District receives more student applications during the regular application period for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, subject to the following exceptions and to the additional Board-established procedures that implement this policy:

- A. Students guaranteed approval under the space availability criteria: If otherwise eligible to be approved under this policy and applicable law, and provided that the individual has submitted a timely application during the applicable regular application period (but not including any alternative applications), the following applicants for full-time open enrollment in

the District will not be denied based upon a lack of available space regardless of any otherwise-established limitations on the spaces that are available for open enrollment students:

1. Students who are currently enrolled in and attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program). Currently-attending students will be included in the count of "occupied" spaces when the Board makes any space availability determinations at a January meeting so that the spaces expressly designated as being "available" for open enrollment applicants during the subsequent regular application period will be in addition to the already-occupied spaces.
2. The siblings of any student who is currently attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program). Upon their timely application and if otherwise eligible to be approved, the District shall assign such siblings to spaces in the relevant grade/ program that the Board designated as being available for open enrollment students. If there are more such sibling-applicants than there are available spaces, the remaining application(s) of such siblings shall still be approved.

II. Students with Disabilities

If the District determines that the special education and related services required for a student with a disability are available in the District and that there is space available in the relevant grade and/or special education program, then the student's open enrollment application shall be accepted provided no other criteria cause the application to be denied. If the special education or related services required for a student with a disability are not available in the District or if there is no space available in the relevant program/service(s), then the application shall be denied, subject to the following:

A student with a disability shall be included in the random selection process for the student's grade prior to any consideration of the availability of, and space in, the special education required by the student's individualized education program (IEP).

In any instance where an application is submitted by a student with a disability but there is no current IEP available for the student, the District will use the procedures defined in DPI's administrative rules to determine whether the District has the appropriate special education program or space.

If a nonresident student receives his/her initial IEP while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, or if the District has approved an application for a student without an IEP and it is subsequently determined that the student is a child with a disability for whom there is either a record of a previous special education evaluation or a prior IEP based upon such evaluation, then the student may be returned to his/her resident district if the District determines either that the special education or related services required for the student are not available in the District or that there is no space available.

III. Students Referred for a Special Education Evaluation

An open enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. To the extent permitted by DPI, and assuming other acceptance criteria are and continue to be met, such a student's parent or guardian may request that the District reconsider a denial under this criterion if the IEP (or a finding of no disability) is forwarded to the District and reviewed by the District prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists and if the District concludes that such reconsideration would not be prejudicial to any other applicant.

IV. Discipline-Related Criteria

- A. Review of records. All decisions to accept or deny an open enrollment application under the "Discipline-Related Criteria" specified in this policy will be made based upon the District's review of relevant information, including any information/records that may be provided by the resident district or another school/district.
- B. The term of an applicant's expulsion overlaps with the proposed period of open enrollment. Consistent with state law authority, the District shall deny the application and prohibit the enrollment of any student whose term of expulsion (for any lawful reason and regardless of when the expulsion occurs) from any public school, independent charter school in Wisconsin, or out-of-state public school overlaps with the proposed period of open enrollment.
- C. The term of an applicant's recent expulsion from school does not overlap with the proposed period of open enrollment. The District shall deny an application for full-time open enrollment in the District if a review of the student's disciplinary records indicates that the student-applicant has been expelled by any Wisconsin school district at any time during the current school year or preceding two school years for any of the following specified conduct: (1) endangering the health, safety or property of others; (2) conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; (3) possessing a dangerous weapon while at school or under the supervision of a school authority; or (4) engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any school district employee or school board member.
- D. Disciplinary matters that are pending or that become pending while the application is under consideration. Subject to the limited exception defined in paragraph 4-f, below, if any disciplinary proceeding involving alleged conduct falling in one of the four categories listed in paragraph 4-c of this policy (immediately above) is pending at the time the District notifies the student of his/her application status, the District shall deny the application.
- E. Applicants must continue to meet discipline-related approval criteria after initial acceptance. Subject to the limited exception defined in paragraph 4-f, below, the District shall revoke the prior acceptance of an open enrollment application if, at any time prior to the beginning of the school year in which the student will first attend school in the District, the District determines that the student either (1) has been expelled as described in paragraph 4-b of this policy, above; or (2) has been expelled or become subject to a pending disciplinary proceeding, as described in either paragraph 4-c or paragraph 4-d of this policy, above.
- F. Limited exception In situations where a student's application is initially rejected due to a pending disciplinary matter, the District, upon the written request of the student's parent or guardian, will reconsider the status of the student's application if both of the following conditions are satisfied: (1) prior to the first Friday following the first Monday in June, the District is able to determine that the prior pending disciplinary matter has been concluded in favor of the student; and (2) the District concludes that considering possible acceptance of the application would not be prejudicial to any other applicant.

V. Truancy-Related Criteria

An open enrollment application shall be denied if the student was habitually truant during any semester of attendance at a District school in the current or previous school year, and the student had a further instance of truancy in that same semester after the District notified the student's parent or guardian of the habitual truancy

VI. "Best Interests" Determinations Under the Alternative Open Enrollment Application Criteria

If a parent or guardian applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the "best interests of the student" criterion, the District shall review the information and rationale provided by the parent(s) or guardian and make a determination as to whether the District agrees with the parent(s) or guardian that attending school in the District pursuant to the application is in the student's best interests. If the District determines that attendance would not be in the student's best interests, the application shall be denied on that basis.

VII. Age Requirements

A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the resident district does not have a 4-year-old kindergarten program as offered by the District) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

No criteria other than those outlined above may be considered by the District when acting on nonresident student full-time open enrollment applications.

VIII. Assignment of Accepted Applicants to a School/Program

The District shall assign nonresident students accepted for full-time open enrollment to a school or program. Any preferences identified by the applicant cannot be guaranteed. In making such assignments, the District may give preference in attendance at a particular school or program to residents of the District.

IX. Requests for Early Admission to Kindergarten

The District does not evaluate nonresident open enrollment applicants for early admission to 4-year-old kindergarten. Upon request of the child's parent or guardian, and if such evaluations can reasonably be completed no later than the third Friday in May, the District may evaluate regular-period, nonresident open enrollment applicants for possible early admission to 5-year-old kindergarten.

X. No Reapplication Required

Once a nonresident student is accepted for full-time open enrollment in the District and begins attending school in the District, no reapplication is required in order for the student to maintain continuous open enrollment.

XI. Transportation

Student transportation and the costs thereof shall be the responsibility of the nonresident student's parent(s) or guardian, subject to any transportation that may be mandatory under applicable law and the following exceptions:

- A. Low income parents and guardians may apply to the DPI for reimbursement of costs of transportation in accordance with DPI's procedures.
- B. The District shall provide transportation for nonresident students with disabilities attending school full-time in the District if it is required in the student's IEP or otherwise required by law.
- C. Upon request of the student's parent or guardian, the District shall provide transportation to nonresident full-time open enrollment students without charging any fee if there is room available on a bus on a regular route and the student is picked up or dropped off at a bus stop on the established route, except that if the bus stop on the established route is located within the boundaries of the student's resident school district, the resident school district must also approve the transportation arrangement.

XII. Athletics

To the extent required by state law, nonresident open enrollment students attending school in the District shall have all of the rights and privileges of similarly-situated resident students and shall be subject to the same rules and regulations as resident students. An open enrollment student's eligibility to participate in interscholastic athletic activities is subject to the rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA).

RESIDENT OPEN ENROLLMENT STUDENTS

Resident students may apply for full-time open enrollment in another public school district in accordance with state law.

If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

I. Transportation

Except as otherwise required by law, the parent(s) or guardian of a resident open enrollment student shall be responsible for student transportation, and any requests from other school districts to provide optional transportation to resident open enrollment students to/from locations within the boundaries of the District shall be denied.

APPEALS OF OPEN ENROLLMENT DECISIONS

The student's parent(s) or guardian may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Legal References:

Wisconsin Statutes

Section 115.385(4)	[parent notification of education options, including full-time open enrollment]
Section 115.787	[individualized educational programs for students with disabilities]
Section 115.7915	[special needs scholarship program for students with disabilities denied open enrollment]
Section 118.16(1)(a)	[definition of habitual truant]
Section 118.50(6)	[whole grade sharing provision related to full-time open enrollment]
Section 118.51	[full-time public school open enrollment]
Section 118.57	[public notification of education options, including full-time open enrollment]
Section 120.13(1)(f)	[authority to deny enrollment of student during the term of expulsion]
Section 120.13(1)(h)	[conditional enrollment of expelled students]
Section 121.54(3)	[transportation for children with disabilities]
Section 121.54(10)	[optional transportation for full-time open enrollment students]
Section 121.545(1)	[optional transportation under a parent contract]
Section 121.55	[methods of providing transportation]

Wisconsin Administrative Code

PI 36	[DPI rules governing inter-district open enrollment]
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REVISED AND APPROVED: 2/20/06

REVISED AND APPROVED: 2/18/08

REVISED AND APPROVED: 1/17/11

REVISED AND APPROVED: 10/22/12

REVISED AND APPROVED: 11/17/14

REVISED AND APPROVED: 12/17/18

[Back to Top](#)

RULE 425.1 - ANNUAL DETERMINATIONS OF SPACE AVAILABILITY

A. If the School Board establishes any annual space availability limitations for nonresident open enrollment, state law requires such determinations to be made at a January Board meeting prior to the start of the regular application period to which the limitations will apply. Accordingly, the administration shall prepare and present recommendations on space availability to the Board such that the Board is able to adequately consider the information and make a timely determination.

B. At a minimum, any annual determination of space availability shall involve at least a declaration of the District-wide number of nonresident open enrollment applications that the District intends to accept in conjunction with the subsequent regular application period, broken down (1) by grade (although two or more grades may be combined and treated as a single grade); and (2) by any established special education program or service that has identifiable space limitations. However, in any year in which the Board establishes a space limitation in any grade/program/service, the Board's determination of space availability may also indicate, at the Board's discretion in light of its assessment of the relevant factors, that no space limitations are needed in certain other grades/programs/services.

C. The general process of determining the number of available spaces by grade and program will involve establishing projected total capacities and then subtracting the projected number of occupied spaces from the total capacities.

1. Any projected future increase (or decrease) in the number of resident students who will be entitled to attend school in the District shall be reasonably incorporated into the District's count of "occupied" spaces.
2. Because the District guarantees space for open enrollment applications that are submitted by currently-attending students during the regular application period, such currently-attending students, to the extent possible, will be included in the count of "occupied" spaces so that the spaces expressly designated as being "available" for open enrollment applicants will be in addition to the already-occupied and guaranteed spaces.

D. In formulating recommendations to the Board regarding space availability, the administration shall consider and incorporate, to the extent applicable, the following elements of the Department of Public Instruction's (DPI) administrative rules:

1. If the Board establishes any annual space-availability limitations, then on or after the first Monday in February, the District is not permitted to reduce the number of spaces that the Board declared to be available for open enrollment.
2. If the Board establishes any annual space-availability limitations, and except for any applications that are approved to accommodate applicants who are guaranteed approval under Board policy, the District may not approve more applications that were submitted during the regular application period than the number of spaces that the Board designated as available for open enrollment until after the statutory deadline for providing initial notice of acceptance or denial (i.e., the first Friday following the first Monday in June). After such deadline, additional applications may be approved as outlined in the DPI rule and in a manner consistent with Board policy.

E. The effect of establishing annual space availability limitations on current-year alternative applications. If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application procedure for the following school year, then the District shall not approve any alternative applications in the grades or programs with limited space for the current school year that are submitted after the date of the January school board meeting. Board policy identifies how any annual space availability limitations established by the Board in January affect alternative applications that are received in the subsequent school year.

A. The effect of a Board decision to establish no annual space availability limitations in a given year. If the Board has taken no action in January to limit the number of spaces that will be available for applications that are submitted under the regular application procedure for the following school year, then the District may approve alternative applications for the current school year that are submitted after the date of the January school board meeting. In addition, to the extent

prohibited by state law and the DPI's administrative rules, the Board will not deny any regular open enrollment applications received in the subsequent regular application period due to lack of space.

APPLICATIONS SUBMITTED DURING REGULAR OPEN ENROLLMENT APPLICATION PERIOD

A. Nonresident Student Open Enrollment Applications

1. Submitting and Receiving Applications

- a. The parent(s) or guardian of a student who wishes to attend school in the District as a nonresident open enrollment student may apply online from the DPI website(<https://dpi.wi.gov/open-enrollment/applications>) or submit the required application to *District Office, located at 300 W Wisconsin St Rosendale, WI*. The application may include a request to attend a specific school or program offered by the District. The application shall be submitted no earlier than the first Monday of February and no later than the last weekday in April of the school year immediately preceding the school year in which the student wishes to attend.
- b. District staff shall affix a date stamp (or a written and initialed date) to all paper applications upon receipt. Although the District may make an effort to allow an applicant to revise an incomplete application, it is the applicant's sole responsibility to ensure that his/her application is complete and timely. Any applications received prior to or after the deadline dates, other than those submitted pursuant to the alternative application procedures specified in state law, are to be returned to the applicant with a notice of the proper application dates.
- c. The District shall send a copy of any paper application received to the student's resident school board and to the DPI by the end of the first weekday following the last weekday in April. For applications filed online (OPAL), these notifications are made automatically.

1. General Application Review; Approval/Denial Dates

- a. Upon receipt of the application, it will be forwarded to the District Administrator or his/her designee. Staff shall review all of the applications using the acceptance/denial criteria outlined in Board policy, and determine which school or program, if any, the nonresident student could attend the following year if accepted.
 1. School and non-special education program assignments will be made after the random selection of applications by grade in any year when applicant interest exceeds grade-based space availability.
 2. Prior to assigning an open enrollment applicant to a school or program, the District may give preference in attendance at a school or program to residents of the District who, on a timely basis, have been identified for or expressed interest in the particular school/program.
- b. If the District receives notification that the student is not attending the resident school district named on the application, the District may request the school or school district of attendance to provide any of the records or information about the student's special education or disciplinary status that would otherwise be provided by the resident school district.
- c. No regular-period application that was submitted on a timely basis shall be accepted or denied by the District before May 1. The District will notify all regular-period applicants, in writing, whether their application has been accepted or denied on or before the first Friday following the first Monday in June. All notices of acceptance shall identify the specific school or program that the student may attend in the following school year. All notices of denial shall identify the reason(s) the application was denied, information about the appeal process.

3. The Method of Random Selection Used When There Are More Applications Than Spaces

- a. If there is sufficient space available in the relevant grades/programs to approve all of the timely open enrollment applications that the District has received during the regular application period, regardless of whether some of the applications may be denied due to the application of other District acceptance/denial criteria, the random process identified in this section will not be used.
- b. If there are more regular-period applications than spaces available for a particular grade or special education program/service, then the following selection procedure shall be used:
 - (1) Regardless of whether any application might ultimately be denied for a reason other than a lack of available space, the District shall divide ALL of the timely regular-period applications into a Group A and a Group B. Group A shall consist of the applications of currently-attending students and their siblings that are entitled to a space-based preference. All remaining applications (i.e., those not entitled to such a preference) shall be placed in GROUP B.
 - (2) If there is sufficient space to accept ALL applications in Group A, then:
 - each such preference-eligible application shall be assigned to an available space, UNLESS the application will be denied for a reason other than the application of the space availability criterion; and
 - the procedures below shall be modified as needed so that the random selection process begins with numerically ordering and processing only the GROUP B applications.
 - (3) If there is insufficient space for ALL applications in GROUP A and/or in GROUP B, the applications will be subject to a random selection process. The process will include ALL applications that have not yet been assigned to an available space, regardless of grade-level and even if the application is potentially subject to denial under other applicable acceptance/denial criteria. As the first step in that process, and in the presence of at least two staff members, a random order of consideration will be established within GROUP A (if needed) and then within GROUP B using one of the following methods:
 - The individual applications will be listed and an electronic random number generator will assign a number to each application. The applications shall then be ordered numerically according to the random numbers, with the lowest number being the first-considered application and the highest number being the last-considered application.
 - Each application will be assigned a number, and the numbers will be randomly drawn/selected (e.g., using a lottery-type system). The applications will be listed by student name/number in the order in which they are randomly selected, with the first-selected number being the first-considered application and last-selected number being the last-considered application.
 - (4) Starting with GROUP A and proceeding to GROUP B, the District will consider the applications as they have been ordered. As each application is considered, and if no other basis exists for denying the application, the application will either be assigned to an available space and accepted or denied, as indicated in the steps below.
 - (5) If the District reaches a student's application in the numerical list and if there is no space available in the relevant grade for that student, the application shall be denied due to lack of available space (and for any other reason(s) that may be applicable), subject to the following:
 - If the student is a student with a disability, then before considering another applicant, the District will consider the availability of and any applicable space limitations for the program/services required for the student. If it is clear that the program and services required for the student involve a stand-alone special education program such that assigning the student to the program would not require assigning the student to a grade-based space, the student will be assigned to the stand-alone special education space if available. If such stand-alone special education space is available and assigned, the District

will give immediate consideration to any sibling-applicants of the student, as described in the next step.

- (6) If the District reaches a student's application in the numerical list and if there is a space available in the relevant grade for that student, the following shall occur prior to consideration of the next applicant on the ordered list:
 - The student shall be assigned to the available space, pending the application of remaining approval/denial criteria;
 - If the student is a student with a disability, the District will consider the availability of and any applicable space limitations for the program/services required for the student. If the required special education is not offered in the District or if no space is available, the District will deny the application and release the grade-based regular education space tentatively assigned to the student. If the required special education is offered in the District and space is available, the District will assign the student to an open special education space (pending the application of remaining approval/denial criteria). In addition, the regular education space tentatively assigned to the student will be released if it is clear that the special education program and services required for the student involve stand-alone special education such that assigning the student to the relevant special education program would not require assigning the student to a grade-based, regular education space; and
 - Provided that the District has concluded that there is space available for the student whose application is under consideration and that such student's application will not be denied pursuant to any of the other applicable acceptance/denial criteria, the District shall give immediate consideration to the application(s) of any remaining sibling-applicants in the same family who applied for open enrollment at the same time and whose application has not yet been considered. If there is a space available for the sibling (looking first at the student's grade and then, if applicable, at special education spaces), then the sibling shall be assigned to the space(s) pending an analysis of all applicable remaining approval criteria. However, if there are no remaining spaces available to accommodate the sibling's application, then the sibling's application shall be denied due to lack of available space (and for any other reason(s) that may be applicable).
- (7) Before finalizing the assignment of space and the list of applications that will be accepted and denied, the District will consider whether any application that has tentatively been assigned to an available space is subject to denial due to the application of any other acceptance/denial criteria. Any such application will be denied for those separate reason(s) and the space tentatively assigned to the application will be assigned to the first otherwise-eligible applicant for the applicable grade/program who had been considered and denied due to lack of space in that grade/program.
- (8) After completing the above steps, the assignment of available spaces will have been completed. Appropriate and timely written notices of acceptance or denial will be provided to all applicants.
- (9) Exception when Space Limitations Exist only in Special Education. If there is sufficient space available, by grade, to accommodate all of the timely applications received during the regular application period, but space limitations exist in one or more special education areas, the random process described above may be limited to special education.

4. Parent Notification and Enrollment

- a. The nonresident student's parent(s) or guardian(s) shall notify the District Administrator or designee of the student's intent to attend school in the District in the following school year on or before the last Friday in June following receipt of the notice of acceptance.

- b. Annually by July 7, the resident district school boards shall be notified of the names of the students from the resident district who will be attending school in the District the following school year.
- c. The District will take the steps necessary to properly enroll a student who chooses to attend school as a nonresident open enrollment student.
- d. Student Records - The District will limit its requests for student records (or information from student records) and its sharing of records with the resident district to the records and information that may be lawfully requested or disclosed under applicable law and DPI rules.

B. Resident Student Open Enrollment Applications

1. Upon receipt of any paper copy of a resident student's application to attend a school or program in another public school district, school office staff shall affix a date stamp (or a written and initialed date) and forward it to the District Administrator or his/her designee for review and processing.
2. By the first Friday following the first Monday in May, the District shall provide the nonresident school district(s) to which the student applied appropriate notice of the resident student's special education and/or disciplinary status, including providing copies of any records that the District is permitted/required to release. If the applicant does not attend school in the District and the District has no records for the student, the District will notify the nonresident school district(s) of the student's non-attendance.
3. All applications, those received online and paper applications, shall be reviewed by District staff using the acceptance/denial criteria outlined in Board policy. If the application is denied, the denial is entered in OPAL for the benefit of informing the nonresident school board, and the applicant shall be notified in writing. Both notifications provide the reason why the application has been denied. This notification shall be made on or before the second Friday following the first Monday in June. The notice shall include the reason(s) for the denial and information about the appeal process.
4. Special Procedure for Resident Open Enrollment Students Not Enrolled in the District. To the extent necessary to allow for the appropriate accounting of the District's student membership and appropriate state aid transfers, students who reside in the District but who have been enrolled in a private school or home-based private educational program and students who did not reside in the District at the time of applying for full-time open enrollment in another school district must formally enroll in the District prior to attending school in another public school district under the full-time open enrollment program.
5. Student Records. The District will limit its requests for student records (or information from student records) and its sharing of records with the nonresident district to the records and information that may be lawfully requested or disclosed under applicable law and DPI rules. The District shall ensure that the records of a resident student who accepts open enrollment and elects to attend school in a nonresident district are sent promptly to the nonresident district.

APPLICATIONS SUBMITTED UNDER ALTERNATIVE OPEN ENROLLMENT PROCEDURES

- A. **Reasons for Alternative Application** – A parent or guardian of a student who wishes to attend school in a nonresident school district may submit an open enrollment application that is in addition to or in lieu of any application(s) submitted in connection with the regular open enrollment application period if the application is for the current school year, the student meets one of the following criteria, and the parent or guardian identifies and describes the criteria that the student meets in the application:

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.
2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying or harassment and all of the following apply: (a) the student's parent or guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process; and (b) in spite of action taken by the board or designee the repeated bullying or harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent. The application must be made within 30 days after the student's change in residence.
7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interests of the student.

B. Application Review and Approval Process

1. When the District receives an open enrollment application that has been submitted under the alternative open enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the date any paper application was received shall be affixed to the application (or otherwise recorded) and the application shall be forwarded to the District Administrator or his/her designee for review and processing.
 - a. If the application involves a nonresident student seeking to attend school in the District under open enrollment, the District will:
 - (1) Immediately send a copy of any paper application received by the District to the student's resident school district, or, if applicable, the student's anticipated resident school district; and
 - (2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school, and to determine from which school the District will receive any relevant special education records (e.g., the student's current IEP) and/or disciplinary records (e.g., expulsion records). If the applicant is not currently attending school in the resident district, the District will request such records from the school or school district the student is attending or most recently attended.
 - b. If the application involves a resident student who is attending, or who previously attended school in the District, then within 10 days of receiving a copy of the application, the District shall provide the nonresident school district appropriate notice of the resident student's special education and/or disciplinary status, including copies of any records that the District is permitted/required to release. If the applicant does not attend school in the District and the District has no records for the student, the District will notify the nonresident school district(s) of the student's non-attendance.

2. District staff shall review the application using the acceptance/denial criteria outlined in Board policy and in this rule. The District Administrator or his/her administrative-level designee is authorized to make the acceptance/denial decision for the District and to direct the sending of the appropriate notifications.
 - a. The District will deny the alternative application of a nonresident student when required by state law or DPI rule, and the District may also deny such an application:
 - (1) due to lack of available space;
 - (2) under any of the acceptance and denial criteria established in Board policy that apply to an application submitted during the regular open enrollment application period; or
 - (3) if the application relies on the best interests of the student criterion and the District determines that open enrollment is not in the student's best interests.
 - b. The District will deny the alternative application of a resident student when required by state law or DPI rule, and the District shall also deny any such application if it determines that the criteria relied on by the parent or guardian to submit the application (including the "bests interests" criterion) do not apply to the student.
3. If the application involves a nonresident student seeking to attend school in the District, then the District will notify the applicant, in writing, whether the application has been approved or denied no later than 20 calendar days after the application was submitted. If the District fails to issue a timely notice of acceptance of a nonresident alternative application to the parent or guardian, the application is considered denied.
 - a. If the application has been denied, the notification shall include the reasons for the denial and information about the appeal process. To the extent consistent with state law and District policy, initial acceptance of an application may be subject to revocation.
 - b. If the District has approved the open enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program that the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the District and shall begin attending the school or program no later than the 15th day following receipt of the notice of acceptance (or another date mutually agreed upon by the District and the student's parent or guardian). If the nonresident student has not enrolled in or attended school in the District by the relevant deadline, the District may notify the student's parent or guardian, in writing, that the student is no longer authorized to attend school in the District.
 - c. To the extent that there is a delay in the District's receipt of any relevant disciplinary records from another school or school district, the District will attempt to review and act upon such records promptly. If necessary, the District will deny the application due to an inability to sufficiently review such records. However, to the extent permitted by DPI, the District may revisit such a denial if the relevant records/information are provided within a reasonable time period after the 20th calendar day following the submission of the application.
4. If, for purposes of the application, the District is identified as the resident school district, the District shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by state law or DPI rule. Normally, the District will issue such notifications no later than 20 days after the date that the application was submitted.

It is the applicant's responsibility to provide sufficient information to enable the District to determine that at least one of the bases for an alternative application applies to the student. However, prior to denying an alternative

application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

If a resident student's alternative application is denied, the notification shall include the reason(s) for the denial and information about the appeal process.

APPEAL OF OPEN ENROLLMENT DECISIONS

The student's parent(s) or guardian(s) may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

APPROVED: 12/17/18

[Back to Top](#)

POLICY 426 - PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the Rosendale-Brandon School District shall have equal access to the same free, appropriate public education as provided to the other children and youths who reside in the District. They shall be provided services comparable to services offered to other children attending Rosendale-Brandon Schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, gifted and talented programming), vocational and technical education programs and school nutrition programs. No homeless child or youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The following guidelines shall be adhered to:

A. District Liaison for Homeless Children and Youth

The school guidance counselor has been designated as the District's liaison for homeless children and youth and will ensure that:

1. Homeless children and youths residing in the District are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless children and youths enroll in, and have a full and equal opportunity to succeed in schools in the District.
3. Homeless families, children and youths receive educational services for which they are eligible and referrals to other appropriate services (e.g. health care).
4. The parent/guardian of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
5. Public notice of the educational rights of homeless children and youths is published annually in the district's newspaper.
6. Enrollment disputes are mediated in accordance with legal requirements.
7. The parent/guardian of a homeless child and any unaccompanied homeless youth is fully aware of transportation services and the free and reduced lunch program that may be available to them under the law and assist them in accessing such services.

B. Admission and Placement of Homeless Children or Youth

When a homeless child or youth seeks enrollment in the Rosendale-Brandon School District, these procedures shall be followed:

1. School selection decisions shall be made in the best interest of the child.
2. If the school board assigns a homeless child to a school other than the school of origin or a school requested by the parent/guardian, the District shall provide the child's parent/guardian with a written explanation for the school assignment, including a statement regarding the right to appeal the school selection decision. An unaccompanied homeless youth shall also be provided notice of his/her right to appeal the school selection decision as outlined in Section C below.
3. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is unable to produce records normally required for enrollment, such as previous academic records, medical records proof of residency or other documentation. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent/guardian or the unaccompanied homeless youth to the District's liaison for homeless children or youths, who are expected to assist in obtaining the necessary immunization or medical records.

4. The homeless child/youth shall be placed in an appropriate grade level by the school principal or designee, using the same procedures that are used for placing non-homeless children and youth attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
5. Once enrolled, homeless children/youths shall have all the rights and privileges of non-homeless children attending schools in the Rosendale-Brandon School District, and they shall be subject to the same rules and regulations.

C. Enrollment Disputes

If a dispute arises over school selection or enrollment in a school:

The parent/guardian of the homeless child/youth may appeal the district's decision to the State Superintendent of Public Instruction.

APPROVED: July 22, 2002

[Back to Top](#)

POLICY 431 - SCHOOL ATTENDANCE AND TRUANCY

COMPULSORY SCHOOL ATTENDANCE SECTION 118.15, WIS. STATUTES

118.15 (1)(A) Any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours that the public school in which the child should be enrolled is in session until the end of the school term, quarter, or semester of the school year in which the child becomes 18 years of age. The child must be in a class, a study hall, or a Board of Education approved activity every period of every school day, except that a parent or guardian may cause their child to be excused if they provide an excuse in writing before the absence. A child so excused is required to complete the course work missed during the absence.

EXCEPTIONS (subparagraphs a-d):

- (a): the child has graduated from high school
- (b): attendance at a vocational, technical or adult education school, providing the school board has approved and entered into a contract with the vocational school, and providing the child is 16 or older.
- (c): a child 16 years or older may enter into a program or curriculum modifications which lead to the child's high school graduation, or to a high school equivalency diploma under 115.29(4).
- (d): enrollment in an alternative public school, or program located in the school district in which the child resides..., or a school to work program.

ABSENCES THAT WILL BE EXCUSED WITH APPROVAL FROM PRINCIPAL / ATTENDANCE DIRECTOR

1. **ILLNESS:** Three days or less, under most conditions, child will be readmitted with a written statement from a parent or guardian. If the absence is for more than three days, a written statement from a physician or other licensed professional may be required.
2. **PROFESSIONAL APPOINTMENTS:** Appointments with doctors, dentists, chiropractors, optometrists, or psychologist WHICH HAVE BEEN PREARRANGED AND APPROVED BY THE ATTENDANCE OFFICER OR PRINCIPAL.
3. **FAMILY EMERGENCIES:** An illness in the immediate family which requires the absence of the student for family responsibilities; farm work on the family farm during planting or harvest.
4. **FUNERALS:** A death in the immediate family or funerals for close relatives, or a close family or personal friend.
5. **RELIGIOUS HOLIDAYS:** Religious holidays/activities will be excused as requested by the parent or guardian in writing.
6. **FAMILY TRIPS:** A child may be excused if traveling with one or both parents, and the ABSENCE HAS BEEN PREARRANGED. School days missed should be limited to five or less. DEER HUNTING is considered a family trip if accompanied by one or both parents.
7. **THE FOLLOWING ABSENCES ARE EXCUSED IF PREARRANGED:**
 - a. Drivers license tests – one-half day allowed
 - b. College visits
 - c. Court appearances – as specified on court order, and parent's note
 - d. Military service exams – one day allowed
 - e. Approved school activities

ABSENCES THAT WILL BE CONSIDERED UNEXCUSED

An unexcused absence is an absence that has not been classified as "excused" by the principal/attendance director. Missing the school bus, shopping, oversleeping, hair appointments, errands, etc., are examples of the types of absences that will be classified as "unexcused." Detention time may be assigned for unexcused absences as per District Truancy Policy 431 addendum.

SUSPENSIONS

IN-SCHOOL-SUSPENSIONS

Students are excused, and may make up all work and tests missed, and credit will be given.

OUT-OF-SCHOOL SUSPENSION

Students are excused and upon student request shall be given all work and tests missed. Students may not come on campus to receive their work but may make arrangements with the principal to receive their work. Make-up work is the responsibility of the student.

TRUANCY

Truancy means any absence of part or all of one or more days during which the school attendance officer 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 the compulsory attendance law.

HABITUAL TRUANT

Means a student who is absent from school without an acceptable excuse for part of or all of five or more days on which school is held during a school semester. The Rosendale-Brandon School District may terminate/deny enrollment of a nonresident student the succeeding semester or school year if the student becomes habitually truant.

ATTENDANCE RESPONSIBILITIES

1. All absences other than illness must be preceded by a written excuse signed by one parent or guardian before the absence occurs. Students should turn the note in to the office and get a "Pre-Excuse" form which should be turned back in to the office after the students' teachers have signed it. This procedure is to assist the students to have their assignments and will help them to meet expectations of their teachers BEFORE they are absent.

In situations where the absence could not have been anticipated beforehand, a phone call by a parent or guardian to the student's school will suffice. When a pre-excused absence is not properly obtained, the absence will become an unexcused absence.

2. When a student will not be attending school because of illness, a parent should call the student's school office between 7:30 and 8:30 a.m. and inform office personnel of the absence. Routine attendance calls to parents (unless the parents called the school) are made daily to parents whose students are absent. Contact with parents by phone establishes the student's whereabouts and helps insure the safety of our students.
3. Notes must be turned in to the office prior to start of school day.

When a student fails to bring in a note concerning an absence, in situations requiring a note, the absence is not only considered unexcused, but the student will not be allowed any pre-excused absences until the previously mentioned note is brought to school and/or detention time may be assigned.

STUDENTS: (1) Students are required to attend all of their scheduled classes, study halls and lunch periods, unless they have obtained parental permission and a pass approved by the student attendance officer, or designee, to be absent. (2) A student who has been absent, or is anticipating being absent shall provide a written explanation of the absence signed by her/his parent(s) or guardian. (3) Students must always check out and in at the school building office when they leave and

return to school. A student must check in immediately upon her/his return to school. (5) Students will have the number of days absent plus one in which to complete make-up work and exams.

[Back to Top](#)

Addendum 431 - Truancy

"Truant" means a pupil who is absent from school without an acceptable excuse for part or all of any day on which school is held during a school semester. Violations of this policy include the following:

- * A student that is developing a pattern of arriving to school late.
- * A student that decides to leave school before the end of the normal school day.
- * If the school attendance secretary speaks with a parent or guardian and they do not excuse their son/daughter from being absent.

This system is intended to deter students from becoming truant on a habitual basis. When the student is faced with a monetary consequence, this will hopefully take care of the matter. Also, if a student receives two or more citations within a year's time, their driver's license may be taken from them, and if the student does not have a current driver's license, this could prolong them from getting one. Finally, if a parent/guardian knowingly encourages or contributes to the truancy of a minor child, they are also in violation of the ordinance and may be cited by local authorities.

Consequence for Violations

First Offense	Verbal Warning by Principal/Attendance Director and Letter Sent to Parents/Guardian and Detention(s).
Second Offense	Verbal Warning by Principal/Attendance Director and Letter Sent to Parents/Guardian and Detention(s).
Third Offense	Citation will be issued The student's attendance record will be attached to the citation so that information can be reviewed by the Judge along with the "Three Strike Criteria and Offenses". Detention(s) will also be assigned.
Habitual Truant	The Rosendale-Brandon School District may terminate/deny enrollment of a nonresident student the succeeding semester or school year if the student becomes habitually truant.

Bond Amounts for Citations

First Offense	Fine is determined by Fond du Lac County
Second Offense within one year	Fine is determined by Fond du Lac County

APPROVED: March 17, 2003

REVISED AND APPROVED: July 23, 2007

REVISED AND APPROVED: November 18, 2014

[Back to Top](#)

DATE:

Mr. and Mrs. Doe

Address

City, WI

Dear Mr. and Mrs. Doe:

I would like to make you aware that according to our records your son/daughter had an unexcused absence on DAY, DATE that is considered a truant according to Wis. Stats. 118.15 and Wis. Stats. 118.16 (4). "Truant" means a pupil who is absent from school without an acceptable excuse under 118.15 and 118.16 (4), Wis. Stats. for part or all of any day on which school is held during a school semester.

The Fond du Lac County Sheriff's Office has adopted a truancy ordinance in accordance with Wis. Stats. 118.163 (2). This policy adopted by the Fond du Lac County Sheriff's Office allows students to receive a citation for every truancy incident.

The policy adopted at Laconia High School regarding unexcused absences/truancies involves three phases. When the first truancy occurs, we will inform the student and their parents about the consequences of their actions and the student will receive one detention per period missed. When the second incident occurs, we will warn the student and their parents that the next incident will result in a citation being issued to the student, and the student will receive one detention per period missed. Finally, the third incident will result in a citation being issued to the student and the student will receive one detention per period missed. The administration will also request a meeting with the parents to discuss the seriousness of the matter.

This is the ____ incident. In accordance with the above policy, _____ must serve ____ hours of detention. If you have any further questions or concerns, please do not hesitate to contact Mr. Thomas or myself here at school.

Sincerely,

Nate Roets

Principal

cc: Student File

[Back to Top](#)

POLICY 433 - INTRA-DISTRICT LIMITED OPEN ENROLLMENT REQUESTS

The Board of Education will establish school boundaries for each elementary and middle school in the district. Such boundaries are established in order to maintain accessible, equal educational opportunity for education, and in order to be able to staff and program each school appropriately.

1. A resident parent or guardian may request to the district administrator that a child be assigned to an elementary school outside his/her attendance area. Such requests shall be made in writing with the reason for the attendance area exception stated.
2. The parent/guardian of each applicant should submit a written transfer request by March 1st to the school principal of the regularly assigned school (home attendance area) with a copy provided the Superintendent. The transfer of a student within the district shall be reviewed and a decision rendered no later than the 1st Friday after the 1st Monday in April prior to the start of each school year.
3. If a transfer request is approved, the student's parent or guardian shall provide and be responsible for student transportation. The District may consider providing transportation on a case-by-case basis.
4. Students with disabilities shall be assigned to appropriate programs by the Director of Special Education without regard to attendance area.
5. Assignment of students to a school outside of their attendance area shall be made by the district administrator on the basis of, but not limited to, overall size of school, individual class size, placement of siblings, location of residence, medical reasons, and timelines of application.
6. Under this policy no students will initially be added to classrooms that have 22 or more students registered.
7. Students transferred under this policy shall remain at the newly assigned school until completion of fifth grade in that building. When/if the conditions resulting in the transfer no longer exist, parent/guardian may make a request by March 1st for students affected by the above assignments to return at the end of the current school year to the school in their home school attendance area.
8. When a family moves within the district during the school year the student may elect to continue enrollment for the balance of that year at the school attended immediately before the move. Transportation will be the responsibility of the parent. The District may consider providing transportation on a case-by-case basis and if there is no need to alter existing routes and can accommodate additional students.
9. There is no appeal from the decision of the Superintendent unless it can be shown he/she has not followed Board policy.

APPROVED: April 24, 2006

REVISED AND APPROVED: July 21, 2008

REVISED AND APPROVED: March 15, 2021

[Back to Top](#)

POLICY 433.5 - ASSIGNMENT OF GRADE 1-5 STUDENTS TO CLASSES/TEACHERS

Rosendale-Brandon School District students will be assigned or reassigned to a classroom based on teacher's recommendation of which placement they believe is best for the child and to achieve heterogeneous selection, gender balance, and avoidance of conflict (teacher/student, student/student, parent/teacher).

Final assignment of students to specific classes/teachers will be decided by the building principal. The administration will consider parent requests for students to be assigned to a specific classroom. These requests and an explanation of the unique circumstances must be in writing and submitted to the building principal by June 15.

Students may be assigned to other classrooms upon parent/guardian written request provided that:

- space is available,
- academic and social needs are appropriate,
- the written request is received on or before June 15th. Requests after June 15th will not be considered.
- written request should be made by using Exhibit 433.5

APPROVED: 10/25/10

[Back to Top](#)

Exhibit 433.5 - Request for Specific Teacher or Class Prior to Assignment

Name of student: _____ Present grade: _____

Address: _____

Requested Class: _____

Requested Classroom Teacher: _____

Reason for Request: _____

Signed: _____ Date: _____

Parent/Guardian

Daytime Phone: _____ Email: _____

~~~~~

### For Office Use Only

#### Disposition

\_\_\_\_\_ Approved \_\_\_\_\_ Disapproved Reason(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Administrator*

School: \_\_\_\_\_

APPROVED: 10/25/10

[Back to Top](#)

## **POLICY 443 - STUDENT CONDUCT**

Students in the Rosendale-Brandon School District shall be expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school, show consideration for fellow students, and create a harmonious school atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations, and discharge them in accordance with school regulations.

Students are expected to abide by the Code of Conduct and behavior as outlined in the student handbook, and/or as stated in the rules and regulations established by building principals for each school.

All employees shall share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct established by the building principal. In enforcing rules for student conduct, staff members shall place particular emphasis upon educating students in the ability to control themselves.

The Rosendale-Brandon School District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

**LEGAL REF.:** Sections 118.13 Wisconsin Statutes  
120.13(1)  
PI 9.03(1) of the Wisconsin Administrative Code

**CROSS REF.:** 411 Rule, Student Discrimination Complaint Procedures

**APPROVED:** May 17, 1993  
**REVISED & APPROVED:** November 15, 1999  
**REVISED & APPROVED:** April 19, 2004  
**REVISED & APPROVED:** June 27, 2005  
**REVISED & APPROVED:** October 27, 2014

[Back to Top](#)

## POLICY 443.1 - THE PROGRAM OF ASSISTANCE FOR ALCOHOL AND OTHER DRUG ABUSE

- I. The Rosendale-Brandon School District recognizes that students often need education and assistance because a person significant to them is affected with chemical dependency or because they require support in their own decisions not to use or abuse alcohol and/or other drugs. Since chemical dependency is frequently preceded by the abuse of alcohol and other drugs, the school system wishes to provide education and assistance to any student displaying the signs of such harmful involvement. The Rosendale-Brandon School District recognizes that chemical use may evolve into chemical dependency, which can be successfully treated if identified early, if appropriate referral to community agencies is made, and if adequate support is afforded those who are in the process of recovery.
- II. Thus, the Rosendale-Brandon School District will provide education for the students about the use/abuse of chemicals and the value of wellness. It is the district's goal that students at both elementary and secondary levels be provided a developmentally based curriculum emphasizing wellness, self-esteem, decision-making, peer pressure refusal skills, types, dangers, and effects of mood altering chemicals. In addition, the district wishes to provide opportunities for all employees to continue educating themselves regarding chemical dependency. Efforts will be made to provide to all new staff, as a part of their orientation program, an awareness of alcohol and drug abuse and chemical dependency issues and various related school district policies and procedures.
- III. The District AODA coordinator/designee will have available a program of assistance. Students, along with their families, are encouraged to contact the AODA coordinator/designee for resources available.
  - A. No records of a student's participation in the program will become a part of the permanent record. The fact of a student's participation in the program, including conversations he/she may have with staff members will be held strictly confidential, as required by federal confidentiality regulations and Wisconsin Statute (e.g., 118.25, 118.126).
  - B. The awareness and support of parents for a student affected by alcohol and other drug abuse and chemical dependency is extremely important. However, where either students or parents do not wish to cooperate in making needed assistance available, the student's status in school may have to be re-evaluated, taking into account the best interests of the student, the nature of the problem, and the health, safety, welfare, educational opportunity, and rights of other students and staff.
- IV. The Youth Issues Advisory Council - The Rosendale-Brandon School District recognizes that a concerted effort by school and community is necessary in order to effectively address the AODA issues as it affects our youth. Therefore, the district has established Youth Issues Advisory Council to make recommendations and suggestions that provide articulation for a shared, unified school-community approach to AODA. The Youth Issues Advisory Council is made up of a school administrator, school board member, staff members, parents, and district nurse. This Advisory Council will also address Human Growth and Development issues and suicide issues.
- V. Publicity - The AODA Policy and Program of Assistance description of the Board of Education of the Rosendale-Brandon Schools shall be printed in student handbooks or other regular communications sent to the students and their parents.

**APPROVED: 2/20/78**

**REVISED & APPROVED: 4/5/82**

**REVISED & APPROVED: 10/30/89**

**REVISED & APPROVED: 8/20/90**

**REVISED & APPROVED: 9/21/92**

**REVISED & APPROVED: 11/15/99**

**REVISED & APPROVED: 4/19/04**

**REVISED & APPROVED: 6/27/05**

[Back to Top](#)

## **POLICY 443.2 - STUDENT ALCOHOL AND OTHER DRUG USE**

No student of the Rosendale-Brandon School District 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, tobacco products, and/or electronic cigarettes, cigars, tank systems, 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 as stated in Rosendale-Brandon School District Policy 443.3, "Student Alcohol and Other Drug Use Policy Violations". 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.

Non-expelled 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, "Administration of Medicine to Students", shall not be considered a violation of this policy. Distribution or sale of any prescribed drug on school property or during school-sponsored activities is prohibited.

Smoking and the use of other tobacco products by students are also prohibited on all school property and school sponsored activities.

This policy shall be published annually and distributed to all students of the District.

**APPROVED: 7/21/08**

**REVISED AND APPROVED: 11/17/14**

[Back to Top](#)

## POLICY 443.3 - STUDENT ALCOHOL AND OTHER DRUG USE POLICY VIOLATIONS

### Includes Seller, Dealer, Pusher, Distributor and/or Possessor of Alcohol/Drugs

Because of the potential dangers to the student presented by his/her acute intoxication with alcohol or other drugs, students exhibiting evidence of acute intoxication, incapacitation, or a drug overdose in school or at school-sponsored events will be transported under the direction of law enforcement immediately to the local hospital or facility designated to provide detoxification service, followed by notification of parents. Following immediate care, the remainder of this policy will be implemented.

Any student who violates the Student Alcohol and Other Drug Use Policy 443.2 is subject to discipline as follows:

#### 1. FIRST VIOLATION:

Any student who violates the Student Alcohol and Other Drug Use Policy 443.2 for the first time during his or her tenure in the Rosendale-Brandon Schools is subject to the following disciplinary action:

- 1) Suspension from school for up to five (5) school days and/or Board consideration for expulsion, (unless extended pending an expulsion hearing in accordance with state and federal law). Participation in curricular or extracurricular exercises beyond the school day will be suspended during the suspension period.
- 2) Referral to law enforcement authorities.
- 3) Mandatory pre-expulsion conference with student, parents, building principal.
- 4) The student and his or her parents must participate in and successfully complete counseling by a certified alcohol and/or drug counselor, **at parental/student expense**, mutually agreed upon with the building principal prior to the start of counseling.
- 5) Written evidence that the student has commenced appropriate counseling must be presented to the building principal within one (1) month of the first day of suspension. Failure to participate in and successfully complete appropriate counseling as described in item number 4 above may result in the commencement of expulsion proceedings.

The building principal retains the authority to pursue the disciplinary measures outlined under the second violation and/or third violation for a first offense if he or she believes the severity of the offense or the circumstances warrant more serious disciplinary action.

#### 2. SECOND VIOLATION:

Any student who violates the Student Alcohol and Other Drug Abuse Policy for the second time during his or her tenure in the Rosendale-Brandon Schools is subject to the following disciplinary action:

- 1) Suspension from school for up to five (5) school days, and/or Board consideration for expulsion, (unless extended pending an expulsion hearing in accordance with state and federal law). Participation in curricular or extracurricular exercises beyond the school day will be suspended during the suspension period.
- 2) Referral to law enforcement authorities.
- 3) Mandatory pre-expulsion conference with student, parents, building principal.
- 4) The building principal will decide whether expulsion proceedings will be held in abeyance pending the student's participation in and successful completion of an Alcohol and Other Drug Abuse treatment program as set forth in Option A below or whether the student will be directly referred for expulsion as set forth in Option B below:

Option A – The student must: 1.) Seek and complete an assessment by a certified alcohol or drug abuse treatment center, **at parental/student expense**, 2.) Demonstrate compliance with the treatment program recommended by the treatment center, 3.) Successfully complete the treatment program and 4.) Agree to enter into a last chance behavioral agreement between the student, and the school administration. Failure of the student to abide by any of the terms set forth above shall result in the initiation of expulsion proceedings pursuant to option B below.

Option B – The student may be recommended by the building principal to the school board for permanent expulsion from the Rosendale-Brandon School District pursuant to Section 120.13 (1)(c) of the Wisconsin Statutes.

3. THIRD VIOLATION:

Any student found to be in violation of the Student Alcohol and Other Drug Use Policy 443.2 for the third time during his or her tenure in the Rosendale-Brandon Schools may be recommended to the school Board for permanent expulsion from the Rosendale-Brandon School District.

4. APPLICATION FOR EARLY READMISSION:

Any student who has been expelled in accordance with this policy may make a written request to the building principal for early re-entry into the Rosendale-Brandon school system. The re-entry process must be initiated administratively by making a request to the building principal who will then involve the District Administrator and School Board. The decision of whether to allow early re-entry is within the sole and exclusive discretion of the School Board. In making this decision, the School Board may consider, as a positive factor, evidence that demonstrates that the student has successfully completed treatment or counseling, **at parental/student expense**, and has developed an attitude, which indicates that the individual will not again violate the District's Alcohol and Other Drug Abuse Policy. Failure to abide by the aforementioned conditions will result in the immediate expulsion of the student for the time remaining on his or her previously ordered term of expulsion with no privilege of applying for early re-entry.

5. STUDENTS SUBJECT TO DISCIPLINE UNDER THIS POLICY:

A student who owns or operates a vehicle for attendance at school or school-related activities must accept responsibility both for the student's own behavior and for the behavior of others in the vehicle. This responsibility subjects the student to full discipline as set forth herein both for his or her own violation of the District's Alcohol or Other Drug Abuse Policy and for any violation of the policy committed by others in the vehicle.

The disciplinary actions set forth in this document are guidelines and suggestions only. The Administration and/or the School Board retains full authority to increase, decrease, or in any other way modify any noted penalty as deemed appropriate under the specific circumstances.

APPROVED: 6/27/05

REVISED AND APPROVED: 2/18/08

REVISED AND APPROVED: July 21, 2008

[Back to Top](#)



## POLICY 443.5 - ELECTRONIC COMMUNICATION DEVICES

The Board of Education of the Rosendale-Brandon School District believes that the possession and/or use of electronic communication and laser pointer devices by students in school is potentially disruptive to the educational setting and/or dangerous to others within the school. The Board also believes that electronic communication devices may serve a legitimate purpose in school.

The Rosendale-Brandon School District regulates use or possession of electronic communication devices. Permission of a parent/guardian and school administrator is required before use or possession is allowed. Examples of regulated devices include, but are not limited to cellular telephones, personal computers, hand-held electronic planners, pagers, two-way radios, and laser pointers.

This rule is in effect while the student is on school premises and/or attending school activities that are held either on or off school premises during normal school hours. School premises include any place which is owned, rented, or under the control of the Rosendale-Brandon School District.

Permission may be granted for the use or possession of an electronic communication device if the principal/designee determines that the device is necessary for a medical, educational, vocational, or other legitimate purpose.

Permission for possession of a regulated device is allowed after an Electronic Communication Device Permit is signed by a parent/guardian, approved by the principal/designee, and on file in the principal's office. The permit will only be valid for the school year in which it was filed. Permitted use may be regulated or restricted due to related District concerns such as safety, potential for disruption to educational processes, and security issues.

### **Permission to possess a regulated device is dependent on observing the following rules:**

1. The student accepts full responsibility for the security of the device.
2. The Rosendale-Brandon School District does not accept responsibility for lost or stolen devices. Investigation by school officials of loss, theft, or damage will be minimal.
3. The student cannot carry the device during regular school day hours unless the student has written permission from the principal.
4. The student agrees to use the device only before or after school unless given written permission from the building administrator.
5. The student agrees to carry a copy of their permit and present it upon request to any school staff member.
6. Student agrees to carry a copy of their permit and present it upon request to any school staff member.
7. The student agrees to use the device only for the purpose that is stated on their written permit.
8. The student agrees that the electronic device will remain turned off except when the student is using the device for the purpose expressly approved via the written permit. This means that the device will not ring, beep, vibrate, buzz or exhibit other displays that indicate that the device is activated.
9. Use or possession of cell phones with photographic capabilities is not permitted in locker rooms, bathrooms, or other locations where privacy is an issue. Improper use of these devices can result in disciplinary action up to and including expulsion.

Disciplinary procedures regulating possession and/or use of electronic communication devices without permission will be determined by building administration and may include temporary or permanent confiscation of the device. The building administration may involve law enforcement if the device is used for an illegal purpose or for a purpose that causes harm to others.

Students, parents, and faculty will receive annual notice of this rule.

Whenever this policy is revised by the Board of Education, the district administrator/designee shall submit a copy of the revised policy to the State Superintendent of Public Instruction.

**APPROVED: 7/1/96**

**POLICY REVISED: 12/17/01**

**REVISED AND APPROVED: 4/19/04**

**REVISED AND APPROVED: 8/16/21**

[Back to Top](#)

## Exhibit 443.5 - Electronic Communication Device Permit

=====

Student Name (Print): \_\_\_\_\_ School Year: \_\_\_\_\_

Device Description \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

=====

Permission to possess an electronic communication device is dependent on observing the following rules:

1. The student accepts full responsibility for the security of the device.
2. The Rosendale-Brandon School District does not accept responsibility for lost or stolen devices. Investigation by school officials of loss, theft or damage will be minimal.
3. The student cannot carry the device during regular school day hours unless the student has written permission from the principal.
4. The student agrees to use the device only before or after school unless given written permission from the building administrator.
5. The student agrees to carry a copy of their permit and present it upon request to any school staff member.
6. The student agrees that the electronic device will remain turned off except when the student is using the device for the purpose expressly approved via the written permit. This means that the device will not ring, beep, vibrate, buzz or exhibit other displays that indicate that the device is activated.
7. Use or possession of cell phones with photographic capabilities is not permitted in locker rooms, bathrooms, or other locations where privacy is an issue. Improper use of these devices can result in disciplinary action up to and including expulsion.

=====

*We agree that the device specified on this permit will only be used during the times and instances stated on this permit.  
This permit is valid only for the school year in which it was filed.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

=====

*This student has permission to possess the electronic communication device specified on this permit, and to use the device for the stated purpose under conditions permitted by the Rosendale-Brandon School District.*

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

REVISED and APPROVED: 3/17/14

REVISED and APPROVED: 8/16/21

[Back to Top](#)

## **POLICY 443.7 - CYBER BULLYING**

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation or bullying. All forms of harassment over the Internet, commonly referred to as cyber bullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of material they transmit over the system. Hate mail, harassment, discriminatory remarks, intimidation, bullying or other antisocial behaviors are expressly prohibited.

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 e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students, staff and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the building principal or Director of Technology.

The administration shall fully investigate all reports of cyber bullying.

In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process. In addition, such conduct must be in violation of the publicized school policy. Such conduct includes, but is not limited to, harassment, intimidation or bullying, or making a threat off school grounds that is intended to endanger the health, safety or property of others at school, a district employee or school board member.

Disciplinary action for cyber bullying may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion. Reprimand, suspension and /or dismissal of a staff person may also be taken as a disciplinary action. Legal action and/or referral to prosecuting authorities or any other appropriate action that may be deemed necessary is determined by the Superintendent. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

**CROSS REF.: Rosendale-Brandon School District Acceptable Use Policy/Rules  
Internet Safety Policy**

**APPROVED: 12/21/09**

[Back to Top](#)

## POLICY 443.9 - ACADEMIC HONESTY

All school work submitted for the purpose of meeting course requirements must represent the efforts of the individual student. To help maintain an atmosphere of mutual trust and confidence among students and faculty to ensure that each student is judged solely according to his or her own merits, the School District of Rosendale-Brandon has established the following honor code: No School District of Rosendale-Brandon student will unfairly advance his or her own academic performance nor will the student in any way intentionally limit or impede the academic performance or intellectual pursuits of other students of the School District of Rosendale-Brandon community. Any form of academic dishonesty is prohibited.

Academic dishonesty includes, but is not limited to:

- Cheating on a test (giving or receiving unauthorized assistance)
- Forgery
- Copying or stealing another person's work
- Deliberately allowing another person to copy one's own work
- Doing another person's class work
- Plagiarism (using the ideas of another as one's own without acknowledgement of the source)
- Intentionally accessing another's material for the purpose of using it as one's own
- Downloading information from other sources and representing it as one's own
- Unauthorized copying of software
- Unauthorized use of hard copy or software to develop one's own software
- Creating and distributing copies of one's own work so that credit may be claimed by others

Faculty and building administrators will have the responsibility for monitoring the above actions.

It is the responsibility of all certified staff to monitor students' work to avoid any academic dishonesty. The parents shall be contacted by the certified staff member as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of their principals to apply a range of academic consequences for violations of this policy. Repeated violations of this policy may result in disciplinary action up to and including removal from class with a grade of F and/or other disciplinary consequences.

All teachers, including teachers teaching the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our schools. The Academic Honesty policy shall be referenced in such education. A copy of the Academic Honesty policy shall be included in student handbooks.

**APPROVED: 4/28/08**

[Back to Top](#)

## POLICY 443.11 - STUDENTS (PRE-K-GRADE 3) NETWORK ACCEPTABLE USE

*Please sign this page and return it to your child's school.*

### RULES:

1. I understand that using our school computers is a privilege that I will have as long as I follow the rules.
2. I will show respect for teachers and other students when I use the computers.
3. I will take good care of all computer equipment.
4. I will listen carefully to instructions so I can learn to use computer software.
5. When I use the school's Internet access, I will only go to those websites permitted by the adult staff member who is supervising me.

### AGREEMENT:

I have read the rules and agree to follow them.

My name: \_\_\_\_\_

My grade: \_\_\_\_\_

Date: \_\_\_\_\_

### PARENT/GUARDIAN STATEMENT:

As the parent or guardian of this student, I understand that the computer network will be used for educational purposes. I am aware that the school district will take reasonable precautions to eliminate access to inappropriate material. I also recognize that due to the nature of the Internet and even with the presence of a filter, it is impossible to absolutely restrict access to all objectionable material. I agree to hold harmless the District, its officers and employees for materials acquired by the students on the internet. I acknowledge that my child directs what information is selected for viewing and that he/she is solely responsible for her/his choices. I hereby give permission to the District Technology Coordinator to issue a network account for my child and certify that the information given here is correct. I understand that I may request the full version of this policy at any time from the building principal or the library media specialist or check the policy online.

Parent/Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

APPROVED: 4/23/07

REVISED and APPROVED: 12/21/09

[Back to Top](#)

## **POLICY 443.12 - STUDENTS (GRADES 4-12) NETWORK ACCEPTABLE USE**

### **Rationale/Philosophy**

The Rosendale-Brandon School District (RBSD) believes that electronic communication is a tool for life-long learning, and that access to technology and information promotes educational and organizational excellence.

### **Internet Safety Policy**

Students should use the Internet in a responsible, efficient, ethical, and legal manner in accordance with the mission of the school district. The use of the Internet is a privilege, not a right, which may be revoked at any time for inappropriate behavior. Users assume responsibility for understanding the policy and guidelines as a condition of using the RBSD network.

Internet users are encouraged to develop uses that meet their individual needs and to take advantage of the network's many useful functions. Students will utilize the Internet for educational purposes during the school day. Use of the Internet as entertainment will be restricted. Although students will be supervised when they use the Internet and the RBSD utilizes the WiscNet filter, this does not guarantee that students will never access inappropriate materials. Students should report inappropriate access of material to a teacher or other staff member immediately, so that the adult can relay the information to the district technology coordinator. The technology coordinator will address the problem with WiscNet. Parents are encouraged to discuss responsible use of the Internet with their children both at school and at home.

### **Monitoring**

Student users of the RBSD network and e-mail must be aware that information accessed, created, sent, received or stored on the network is not private. It is subject to review by the network administrator. The network administrator may investigate complaints regarding e-mail and personal files that may contain inappropriate or illegal material.

The content on the RBSD Internet and Intranet sites shall be consistent with the purposes of supporting and enhancing learning and teaching that prepares students for success. In addition to the educational purposes of the sites, they may also include information about the district and function as a communication tool linking all stakeholders; i.e., students, professional staff, support staff, students' families, school district administrators, and district residents.

Students who publish RBSD web pages should use criteria appropriate to selecting material that enriches the learning environment. In addition to applying the principles used to establish a rich educational environment, web page content should be designed to reflect the following:

- Authority
- Accuracy
- Objectivity

The district technology coordinator will determine whether the proposed page reflects these criteria.

### **Impermissible Use of and Access to Computers, Peripherals, and Networks (Voice/Video/Data)**

- Violation of School Board Policy, District Administrative Rules, or any provision in the school's student handbook.
- Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to: copyrighted materials, threatening or obscene material, or material protected by trade secret.
- The use of profanity, obscenity or other language that may be offensive to another user.
- Any form of vandalism, including but not limited to, damaging computers, computer systems, or networks, and/or disrupting the operation of the network.
- Copying and/or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.
- Use of the network for financial gain, commercial activity, or illegal activity (e.g., hacking).
- Use of the network to access pornographic or obscene material.
- Creating and/or placing a computer virus on the network.

- Accessing another person's individual account without prior consent or accessing a restricted account without the prior consent of the responsible administrator or teacher. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed frequently.
- Attempting to obtain, modify, or replace computers, infrastructure, components or software for the purpose of compromising the integrity of computers and networks for any unauthorized activity

### **Copyright & Plagiarism**

Adherence to federal copyright law is required in both the print and the electronic environments. All network users will adhere to the provisions of Public Law 94-553 and subsequent federal legislation and guidelines related to the duplication and/or use of copyrighted materials. RBSD network users are permitted copying specifically allowed by copyright law, fair use guidelines, license agreements or proprietor's permission. The following are not permitted:

- Using network resources to commit plagiarism.
- Unauthorized use, copying, or forwarding of copyrighted material.
- Unauthorized installation, use, storage, or distribution of copyrighted software.

Violations of this policy may result in the loss of computer and/or technology privileges within the discretion of the building administrator and/or his/her designee. Restitution may be required.

**APPROVED: 4/23/07**

**REVISED and APPROVED: 12/21/09**

[Back to Top](#)



## Guideline 443.12 - SOCIAL MEDIA GUIDELINES FOR STUDENTS

1. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
2. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone except your teachers and parents.
4. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
5. Do your own work! Do not use other people's intellectual property without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to your sources.
6. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
7. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
8. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.

If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

**APPROVED: 12/21/09**

[Back to Top](#)

## Exhibit 443.12 - STUDENTS (GRADES 4-12) NETWORK ACCEPTABLE USE

*Please sign this page and return it to your child's school.*

### STUDENT SECTION

I have read and understand the Computer Network Student Acceptable Use Policy. I agree to follow the rules and etiquette described in this policy. I understand that if it is determined that I have not adhered to the Student's Network Acceptable Use Policy, my computer network account will be terminated and I may face other disciplinary actions as determined by the school administration or the school board.

Student name (please print) : \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

### PARENT OR GUARDIAN SECTION

As the parent or guardian of this student, I have read and understand the following policies:

- Computer Network Student Acceptable Use Policy
- Internet Safety and Social Media Guidelines for Students
- Cyber Bullying Policy

I understand that the computer network will be used for educational purposes. I am aware that the school district will take reasonable precautions to eliminate access to inappropriate material. I also recognize that due to the nature of the Internet and even with the presence of a filter, it is impossible to absolutely restrict access to all objectionable material. I agree to hold harmless the District, its officers and employees for materials acquired by the student on the internet. I acknowledge that my child directs what information is selected for viewing and that s/he is solely responsible for her/his choices. I hereby give permission to the District Technology Coordinator to issue a network account for my child and certify that the information I have given here is correct. I understand that my child's picture and first name may appear on the district web site, and I grant permission for her/his image to appear in school videotapes.

Parent/Guardian name (please print) : \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED: 4/23/07

REVISED and APPROVED: 12/21/09

[Back to Top](#)

## **POLICY 444 - SCHOOL-AGE PARENTS/MARRIED STUDENTS**

Students shall have an equal opportunity to participate in student activities and programs without regard to pregnancy, marital, or parental status.

School age parents are frequently high risks medically, socially, and educationally. As a result, school age pregnancy/school age parenting is a problem requiring the immediate intervention of knowledgeable, sensitive, and concerned people within the educational system as well as in the larger community. Expanded and effective programming is a vital necessity. Therefore, all educational, medical, and student services shall be integrated to provide a more effective educational program for school age parents.

Any person who is under age twenty-one, who has not graduated from high school and is a parent, an expectant parent or a person who has been pregnant within the immediately preceding 120 days is eligible for programming to address the particular needs of being a school age parent. Modification of the educational program plan has the flexibility to be changed to meet any expected or unexpected needs of each individual student.

School age parents should have a variety of educational alternatives available to meet their individual needs. Goals of the school age parent program shall be to:

1. Encourage continuation of school at a time when the student is inclined to drop out temporarily or permanently.
2. Design an individualized instructional program, which reflects each participating student's educational competencies, abilities, interests, and future employment plans.
3. To assist the student, if requested, in obtaining appropriate social services contacts dealing with a variety of issues involved in being a school age parent.

**APPROVED: 12/17/73**

**REVISED AND APPROVED: 10/25/04**

[Back to Top](#)

## **POLICY 446 - STUDENT SEARCH AND SEIZURE**

WHEREAS: The Board of Education feels that education is our primary function which requires an atmosphere that is free from danger and disruption, and

WHEREAS: School officials are in a position of "loco parentis" to provide authority similar to that of a parent thus providing the necessary security and discipline, and

WHEREAS: School officials have an affirmative duty to investigate and suspicion that conduct or materials dangerous or harmful to the health and welfare of students or school personnel or property are present on school property, and

WHEREAS: Situations arise in which a reasonable search be made of the student or student's personal possessions to procure evidence that there was a violation of either the law or the school rules.

THEREFORE, BE IT RESOLVED:

In the interest of the welfare of the students and the school community, it may be necessary to search a student or student's property. The search may be conducted by a school official or his/her designee if they have a reasonable suspicion that the student obtained or has in his/her possession items in violation of school regulations, local ordinance, or state law.

**ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on May 20, 1985**

**LEGAL REFS.: Wis. Stat. 118.32 New Jersey vs T.L.O.**

[Back to Top](#)

## **RULE 446 - PROCEDURES FOR SEARCH AND SEIZURE**

The following criteria and standards shall be used in the determination of reasonable warrantless searches of students by school officials.

1. The prevalence and seriousness of the problem in the school to which the search is directed.
2. The situation requires the search be made without delay.
3. The reliability of the information provides justification for the search.
4. The school officials' prior experience with the student (student's age, history, and school record).

The information at hand shall be the determining factor for an immediate search. Such basis must be related to the removal of a dangerous substance or illegal item from such information or observation indicating that a student has violated the law or school rules.

Whenever possible the principal shall conduct the searches. Otherwise searches conducted by teachers shall be conducted in the presence of another teacher. In such cases a full written report shall be forwarded to the principal.

Student lockers are the property of the school. The school and its staff retain the right to inspect lockers regularly, or irregularly, announced or unannounced. Lockers may also be inspected when reason exists to suspect that lockers are being used in illicit ways or for an illegal purpose or as a storage space for stolen property or harmful substances. Such searches may be at random or directed. Any materials or substances which are sized during the search as being illegal according to school regulations (tobacco, tobacco products, etc.) will be confiscated and/or those being illegal (drugs, alcohol, contraband, etc., according to state law) will be turned over to the police.

The Rosendale-Brandon School District prohibits any school official from conducting a strip search of any student (s.s. 118.32).

**ADOPTED: 5/20/85**

[Back to Top](#)

## **POLICY 446.2 - CANINE SCHOOL CAMPUS SEARCH**

The District reserves the right to use canines trained for drug detection accompanied by law officials for purposes of the exploratory sniffing of the outside of lockers, vehicles parked on school property, and any other areas of school property deemed appropriate. This activity will be carried out on a random or periodic basis and/or when reasonable suspicion exists. The following specific procedures apply regarding the use of canine units:

1. Canines may be used without prior notification to students and/or school personnel.
2. The school principal may call canines with notification of the district administrator.
3. Students will be restricted to classrooms and kept out of hallways while canines are in use.
4. In the event of a canine "hit", the locker or other area will be searched further using established district procedures.

**APPROVED: October 25, 2004**

[Back to Top](#)

## POLICY 446.4 - CODE OF STUDENT CONDUCT

### STATEMENT OF PRINCIPLE

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

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

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

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

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

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

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

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

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

a) Behavior that violates the District's policies on suspension and expulsion

The District Policies regarding suspension and expulsion are set forth in 446 and 446.3 Rosendale-Brandon Policies. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District Administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily mean that the student will also be suspended or expelled.

b) Behavior that violates the behavioral rules and expectations in the Student Handbook

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

c) Behavior which is disruptive, dangerous or unruly

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

- Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.
- Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.
- Behavior that may constitute sexual or other harassment.
- Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.
- Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
- Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.
- Destroying the property of the school or another student. Loud, obnoxious or outrageous behavior.

d) Behavior which interferes with the ability of the teacher to teach effectively

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may, in turn, 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, a student may be removed for behavior which constitutes:

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



- e) Behavior which is inconsistent with class decorum and the ability of others to learn.

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

## 2. WHAT ARE OTHER, NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS?

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issue between the student and other students, or in rare circumstances, between the student and the teacher.

## 3. WHO MAY REMOVE A STUDENT FROM CLASS?

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

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

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

A "teacher" is any certified instructor, counselor, nurse or administrator employed by the District.

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

A "building administrator" means a principal of a school, or other individual duly designated by the building administrator or District Administrator.

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

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

- a) instruct the student to the main office for the period of removal. In such case, the teacher should send a note with the student.
- b) obtain coverage for the class and escort the student to the main office.

- c) seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.

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

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

As soon as practicable, the removing teacher or designee shall inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The teacher or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

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

Each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

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

6. HOW LONG SHALL A SHORT TERM REMOVAL LAST?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

7. WHAT ARE THE PROCEDURES FOR LONG-TERM REMOVAL?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons,

long-term removal should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term removal rests with the building administrator.

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

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

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

- a) place the student in an alternative education program as defined by law;
- b) place the student in another class in the school, or in another appropriate place in the school;
- c) place the student in another instructional setting; or
- d) return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

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

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

#### 8. WHAT DISCRETION OR FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS?

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

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

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students.

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

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

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

10. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?  
This code will be included in each school's Student Handbook annually.

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**REVISED and APPROVED: 11/21/16**

[Back to Top](#)

## **POLICY 447 - STUDENT DISCIPLINE**

Sound disciplinary measures shall be maintained in the Rosendale-Brandon School District. All teachers shall ensure that proper student conduct is maintained in his/her classroom, in the halls, on school premises, on scheduled field trips and during school-sponsored activities.

A positive approach in the disciplinary measures shall be used, taking into account the dignity of the student, the seriousness of the infraction and the need for positive motivation of students. Students shall be informed that teachers and administrators are authorized to employ reasonable practices in disciplining students for misbehavior and/or violations of rules and regulations. In reference to discipline in school, the ultimate goal is to develop an understanding of self-discipline and its necessity in our society.

When a teacher is unable to adequately handle a behavior situation alone, he/she should contact the building principal immediately.

The building principals shall develop appropriate rules to promote desirable student behavior and discipline.

The Rosendale-Brandon School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

**LEGAL REF.: Sections        118.13 Wisconsin Statutes  
                                     120.13 (1)  
                                     121.52 (2)**

**PI 9.03 (1) of the Wisconsin Administrative Code**

**CROSS REF.: 411 Rule, Student Discrimination Complaint Procedures**

**APPROVED: 5/17 93**

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[Back to Top](#)

## POLICY 447.3 - STUDENT DISCIPLINE, SUSPENSIONS AND EXPULSIONS

The Rosendale-Brandon School Board leaves student discipline to the professional discretion of the District Administrator and his/her staff. Students may be suspended or expelled where warranted in compliance with state law. Absent extraordinary circumstances, and when not consistent with law, the guidelines outlined below shall be followed:

1. All students shall be informed of the conduct policies and rules they are expected to uphold.
2. Time, energy, and resources shall be devoted to guiding students to comply with rules and policy so that less time, energy, and resources are used imposing discipline for negative conduct.
3. Students are presumed to have the ability to control their conduct and to be responsible for misconduct.
4. Any student subject to possible disciplinary action shall be informed of the reason(s) for such action and be given an opportunity to express his/her version of the incident.
5. If during the disciplinary process it is discovered that particular programs or services could assist the student, referrals should be made according to appropriate procedures.
6. When possible and when required by state law, the student's parent/guardian shall be notified when disciplinary action is taken. Administration and staff shall attempt to work with the parent/guardian to assist the student to conform to school rules and policies.
7. The District shall not discriminate in standards and rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of a student's sex, race, national origin, religion, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap or homeless status. Discrimination complaints shall be processed in accordance with established procedures.
8. Out-of-school suspension is a serious consequence which should be reserved for situations where the student's behavior is disruptive to the school environment, poses a safety or health danger to the student or others, is damaging to school property of others, or shows complete or repeated defiance or refusal to comply with school rules or policies. Students will not be suspended out of school for tardiness or truancy.
9. For both out-of-school and in-school suspensions, students will be allowed to make up examinations and other class work missed during the suspension. Students will be assigned work expected to be completed during the suspension.
10. Except when required by law, expulsion is the last resort after all other alternatives have been considered. A student may be referred to the District Administrator for possible expulsion when conduct seriously endangers the property, health, or safety of the school, school district employees, school board members, students, or others during school hours or at school functions. The District Administrator will review the circumstances and refer the matter to the School Board for expulsion consideration if the circumstances warrant.

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[Back to Top](#)

## **POLICY 447.11 - USE OF SECLUSION AND PHYSICAL RESTRAINT**

For purposes of this policy, the School Board adopts the definitions of "covered individual," "seclusion" and "physical restraint" established within section 118.305 of the state statutes, including all applicable exclusions and exceptions.

Seclusion and physical restraint are atypical, extraordinary forms of behavioral intervention. Covered individuals may use seclusion or physical restraint on a student at school or during a school-sponsored activity only if the conditions and limitations set forth in state law are met and only if the covered individual also follows applicable District rules, procedures, and directives. For example, among several other conditions and limitations that apply to the use of the interventions, covered individuals are required to make determinations that a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others and that restraint or seclusion is the least restrictive intervention feasible under the circumstances.

As permitted by state law, the Board authorizes the use of physical restraint by a covered individual who has not received state-required training related to physical restraint, but only in an emergency situation and only if a covered individual who has received such training is not immediately available due to the unforeseen nature of the emergency. The non-trained individual must conduct the restraint in compliance with other applicable legal requirements.

Decisions regarding the use of seclusion or physical restraint are to be made on an individualized and case-by-case basis in response to specific behaviors and other relevant circumstances. For any student with disabilities, the student's individualized education program (IEP) team will meet, review the student's IEP, and address behavioral interventions and supports and other strategies for the student whenever required by law and when otherwise deemed appropriate by the team.

The District shall not unlawfully discriminate in the use of seclusion or physical restraint on the basis of any student's disability or any other factor or basis prohibited by law.

### **Responsibilities Related to Seclusion and Physical Restraint**

The Director of Pupil Services or his/her administrative-level designee is responsible for:

1. Ensuring that the District implements reasonable methods for informing District employees and other covered individuals, to the extent appropriate to their role, of the legal limitations and District policies and procedures related to the use of seclusion and physical restraint on students, including reporting and documentation requirements.
2. Ensuring that the District implements and documents state-mandated training related to physical restraint. This includes identifying the covered individual(s) in each school who will be required to attend such training and establishing a schedule for both initial and follow-up/refreshers training.
3. Working with each school principal or the principal's designee to ensure that the District prepares and submits annual school-level and District-level reports on incidents of seclusion and physical restraint, as required by law.

Acting in consultation with the Director of Pupil Services as needed, each school principal or an administrative-level designee who regularly works in the principal's school is responsible for the following:

1. Monitoring general legal and policy compliance at his/her assigned school with respect to physical restraint and seclusion.
2. Ensuring that the District appropriately responds to each school-level incident of the seclusion or physical restraint of a student by any covered individual or by any law enforcement officer. This includes ensuring that an appropriate staff member is performing the documentation, parent notification, post-incident debriefing, and school-level reporting responsibilities established by state law.

3. Assisting with the identification of the covered individual(s) at the principal's or designee's assigned school who will be required to complete state-mandated training related to physical restraint.

#### **Legal References:**

##### **Wisconsin Statutes**

[required components of an individualized education program (IEP)]

[IEP team duties; behavioral interventions and supports]

[student nondiscrimination]

[student removal from class]

[use of seclusion and physical restraint]

[corporal punishment prohibited; staff use of reasonable and necessary authorized; policy required]

##### **Federal Laws**

Individuals with Disabilities Education Act [programs and services for students with disabilities]

[federal IDEA regulations]

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[Back to Top](#)



## **RULE 447.11 - PROCEDURES FOR USING SECLUSION AND PHYSICAL RESTRAINT INTERVENTIONS**

These procedures address incidents of seclusion or physical restraint of students by District employees and other covered individuals, as well as by law enforcement officers when the incident occurs at school or in connection with a school-sponsored activity.

### **A. DEFINITIONS**

These procedures adopt the definitions of "covered individual," "seclusion" and "physical restraint" that are established within section 118.305 of the state statutes, including all applicable exclusions and exceptions.

Paraphrasing the applicable statutory provisions:

1. "Covered individual" includes any individual who is:
  - a. An employee of the District, not including the members of the School Board;
  - b. Under contract with the Board as an independent contractor to provide services for the benefit of the schools;
  - c. Employed by a person/entity under contract with the Board to provide to provide services for the benefit of the schools (excluding law enforcement officers); or
  - d. Engaged in student teaching under the supervision of a District employee or independent contractor who is providing services for the benefit of the schools.
2. "Physical restraint" means a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. Briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort, or redirect the student is not considered a physical restraint. In addition, the following are not considered to be a type of prohibited mechanical restraint:
  - a. The use of supportive equipment to properly align a student's body, assist a student to maintain balance, or assist a student's mobility, under the direction and oversight of appropriate medical or therapeutic staff.
  - b. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
1. "Seclusion" means the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. State law clarifies that the following interventions are not considered "seclusion" provided that the student is not confined to a room/area from which he or she is physically prevented from leaving:
  - a. Directing a student who is disruptive to temporarily separate himself or herself from the general activity in the classroom to allow the student to regain behavioral control and the covered individual to maintain or regain classroom order.
  - b. Directing a student to temporarily remain in the classroom to complete tasks while other students participate in activities outside the classroom.

### **B. GENERAL CONDITIONS FOR THE USE OF SECLUSION**

A covered individual may use seclusion on a student at school, including during any school-sponsored activities, only if all of the following apply:

1. The covered individual must make a determination that the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and that seclusion is the least restrictive intervention feasible.
2. The room or area in which the student is secluded must, at the time seclusion is initiated, be free of objects or fixtures that may injure the student.
3. No door connecting the room or area in which the student is secluded to other rooms or areas is capable of being locked or has a lock on it.

4. A covered individual must maintain constant supervision of the student, either by remaining in the room or area with the student or by observing the student through a window that allows the covered individual to see the student at all times.
5. The student must have adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
6. The duration of the seclusion must be only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.

#### C. GENERAL CONDITIONS FOR THE USE OF PHYSICAL RESTRAINT

A covered individual may use physical restraint on a student at school or at a school-sponsored activity only if all of the following apply:

1. The covered individual determines that the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and that physical restraint is the least restrictive intervention feasible.
2. The covered individual either (a) has received state-mandated training related to physical restraint; or (b) makes a determination that the situation presents an emergency and no trained individual is immediately available.
3. There are no known medical contraindications to the use of the physical restraint.
4. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.
5. The covered individual may not use a mechanical restraint or chemical restraint.
6. The covered individual may not use any of the following maneuvers or techniques:
  - a. Those that do not give adequate attention and care to protecting the student's head.
  - b. Those that cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen.
  - c. Those that place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing.
  - d. Those that place the student in a prone position.
2. Restraint may never be used as a form of corporal punishment, as defined by state law to mean the intentional infliction of physical pain as a means of discipline.

#### D. POST-INCIDENT PROCEDURES

The following apply to each incident of the use of seclusion or physical restraint on a student by a covered individual or law enforcement officer that occurs at school or in connection with a school-sponsored activity:

1. ***Administrative notification of incidents.*** At least one of the covered individuals who was present during such an incident shall notify the school principal of the incident. Such notification shall occur as soon as practicable following the incident and, at a minimum, on the same day as the incident. The individual who notifies the administrator(s) is expected to sufficiently communicate that the incident needs to be evaluated under the post-incident response procedures for seclusion and physical restraint. However, if the school principal was personally present for the incident and clearly would be aware of the use of seclusion or physical restraint, then no separate notification is required, and the principal shall directly initiate the post-incident response procedures. In addition:
  - a. Any covered individual who was actively involved in applying a physical restraint or in secluding a student has the highest level of responsibility for ensuring that the incident is promptly reported. Accordingly, if such an individual is not the person who makes a direct report, he or she should, at a minimum, promptly verify that an appropriate administrator has been notified of the material aspects of the incident.
  - b. If a law enforcement officer applied the physical restraint or used seclusion, a covered individual who is present during the incident should not assume that the law enforcement officer will report the incident to an appropriate administrator. Accordingly, the covered individual is expected to personally report the incident or directly arrange for another covered individual to make the report.
  - c. If a covered individual who was not present during such an incident is made aware of an incident in a manner that suggests that the incident may not have been reported, the individual is expected to contact an appropriate administrator to discuss the information that they have and obtain additional guidance. Failure to take such steps

will not be excused if the District determines that the failure was unreasonable or in bad faith. In addition, any covered individual who has concerns regarding how any incident(s) of restraint or seclusion are being handled at the school level is encouraged to contact the school principal or the Director of Pupil Services.

1. ***Written incident reports and parent notification.*** Whenever a covered individual or a law enforcement officer uses seclusion or physical restraint on a student, the school principal or his/her designee shall do all of the following:
  - a. As soon as practicable, but **no later than one business day after the incident**, notify the student's parent of the incident and of the availability, or pending availability, of the written report described in the next paragraph. For purposes of these procedures, "parent" includes a natural or adoptive parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
  - b. **Within two business days after the incident** and after consulting with the covered individuals and any law enforcement officers present during the incident, prepare a written incident report containing all of the following information:
    - The student's name.
    - The date, time, and duration of the use of seclusion or physical restraint.
    - A description of the incident, including a description of the actions of the student before, during, and after the incident.
    - The names and titles of the covered individuals and any law enforcement officers present during the incident.
  - c. **Within three business days of the incident**, provide a copy of the written incident report to the student's parent by 1st class mail, or by electronic transmission, or by hand delivering the report to a parent.
  - a. If the student is an adult and the student's parent is not otherwise entitled to access or receive copies of the student's behavioral records, the District shall ask the adult student to provide written consent for the District to provide the parent notification and parent copy of the incident report, as described in these procedures. If the District does not obtain such consent, such notification and report shall be provided only to the adult student.
1. ***Post-incident debriefing meetings.*** Whenever a covered individual or a law enforcement officer uses seclusion or physical restraint on a student, the school principal or his/her designee shall meet with the covered individuals who participated in the incident to discuss all of the following:
  - a. The events preceding, during, and following the use of the seclusion or physical restraint.
  - b. How to prevent the need for seclusion or physical restraint, including the factors that may have contributed to the escalation of behaviors; alternatives to physical restraint, such as de-escalation techniques and possible interventions; and other strategies that the school principal or designee determines are appropriate.Such post-incident debriefing meetings shall normally occur within 2 school days of the incident. If the student who was involved in the incident is a child with a disability, such post-incident debriefing meetings shall not amend the student's individualized education plan (IEP) in an unauthorized manner or otherwise exercise the authority of the student's IEP team. However, the information discussed or brought to light during a post-incident debriefing should be assessed to determine whether any follow-up with the IEP team or via other special education procedures (such as an evaluation or functional behavioral assessment of the student) may be appropriate. This includes providing any relevant information to an IEP team that is convened as required in the next subsection.
1. ***Mandatory convening of IEP team.*** The second time that seclusion or physical restraint is used on a child with a disability within the same school year, state law requires the child's IEP team to convene as soon as practicable after the incident but no later than 10 school days after the incident. The IEP team shall review the child's IEP and revise it as the team determines necessary to ensure all of the following:
  - a. That the IEP includes appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern.
  - b. That the interventions, supports, and other strategies included in the individualized education program related to a behavior that resulted in the use of seclusion or physical restraint on the child are based on a functional behavioral assessment of that behavior.

The state mandate to convene an IEP team after the second incident in no way discourages or limits the possibility of convening the student's IEP team at other times.

#### **E. TRAINING OF COVERED INDIVIDUALS**

1. ***State-required training relating to physical restraint.*** The District shall provide training to designated covered individuals in each school building who are considered most likely to be required to intervene in situations where there may be a need to physically restrain a student.
  - a. Upon satisfactory completion of the training, the individual will be deemed District-certified in physical restraint, which means that the individual is authorized to administer physical restraint in compliance with state law and District policy, and that, when reasonably available, the individual is expected to take the lead in evaluating and taking appropriate action in a situation where there may be a need to physically restrain a student. Further, a covered individual who has not received state-required training related to physical restraint may use physical restraint on a student only in an emergency situation and only if a District-certified individual is not available due to the unforeseen nature of the emergency.
  - b. Training related to physical restraint shall address the mandatory content areas specified in state law and shall additionally provide instruction and practice opportunities in administering various types of physical restraint.
  - c. After a covered individual receives initial training, if the individual will continue to be District-certified in physical restraint, the District shall ensure that the individual participates in appropriate follow-up or refresher training at least every 2 years, except that:
    - Retraining will occur at earlier intervals to the extent the District relies on a third party to provide the training content and/or the delivery of the training and such third party specifies an earlier retraining interval.
    - The District may require more frequent follow-up or refresher training if the District determines that there are material changes to legal requirements, best practices, or local expectations or procedures that create a need for earlier supplemental training.
  - d. Per state law, the District shall maintain a record of the training related to physical restraint that is received by covered individuals, including the period during which the training is considered valid by the entity that trained the covered individual.

#### **F. ANNUAL SCHOOL-LEVEL AND DISTRICT-LEVEL SUMMARY REPORTS**

1. Annually by October 1, the Director of Pupil Services or his or her designee shall prepare and submit to the School Board a report that includes the school-level data required by state law related to incidents of physical restraint and, separately, to incidents of seclusion during the previous school year.
2. The Director of Pupil Services shall work with the Board to ensure that, by no later than December 1, the District annually submits to the State Superintendent a report of all of the school-level data related to incidents of physical restraint and seclusion from the previous school year.

**APPROVED: January 18, 2021**

[Back to Top](#)

## **POLICY 448 - STUDENTS OF LEGAL AGE**

Students reaching the age of majority shall be subject to all school rules as other students and will be responsible for all their actions while at school and school functions, including extra-curricular activities.

Students who are eighteen years of age or older may assume responsibility for their own school attendance, student records, and forego school-parent notification procedures by following emancipation procedures.

**APPROVED: October 25, 2004**

[Back to Top](#)

## **POLICY 449 - STUDENT EXPRESSION**

All school-sponsored student expression activities are considered to be an extension of the curriculum. The School District of Rosendale-Brandon reserves the right to exercise editorial content over the style and content of student expression in school-sponsored student expression activities. The District also reserves the right to exercise control over the style and content of student expression that is not directly school-sponsored, but occurs on school property or may reasonably be seen to carry the official sanction of the school (i.e. class wills, class histories, etc.). Expression in this policy includes all actions related to expression, including distribution of materials.

The Board of Education does not intend to create an open forum in the schools.

The Board of Education does intend to maintain a closed forum in the schools.

To the extent possible, the appropriate advisor will be responsible for reviewing all anticipated student expression in advance. The principals may review anticipated student expression in advance at their discretion.

In making decisions regarding the restraint of student expression, or assigning disciplinary consequences for inappropriate expression, the faculty and administration will attempt to balance the right to free expression against other rights, including privacy and the need to maintain order and decorum in the schools.

The District may restrain or provide disciplinary consequences for student expression that would substantially interfere with the work of the school, such as infringe upon the rights of others, advocate the use of drugs or alcohol and/or encourage irresponsible sexual behavior.

Students who engage in inappropriate expression will be subject to disciplinary action that may include detention, suspension, expulsion, or other disciplinary actions allowed by Board policies.

**APPROVED: October 25, 2004**

[Back to Top](#)

## POLICY 451 - STUDENT INSURANCE – ACCIDENT

WHEREAS: The WIAA Student Accident Insurance is faulted through, 1) delay on claims, 2) inability to collect when the family has a health insurance plan and, 3) the requirement that all students be covered and paid for even if the family is covered through their own insurance.

WHEREAS: Parents should have the option to carry student accident insurance.

THEREFORE BE IT RESOLVED THAT:

1. Accident insurance will be available to students provided the parent/guardians so desire.
2. The parents/guardian will pay for this insurance.
3. Any student participating in extracurricular sports will be required to give evidence that they are covered by insurance prior to participating in practice or events.\*

*\*(Payment by the district for this insurance will be dependent on the ability of the parents and the pupil to make payment. The standard will be that of the federal free hot lunch standards. When the combined family income is 80% below this standard the district will make payment for the athlete.)*

LEGAL REFS.: Wis. Stat. 185.991  
120.49 (6)

ADOPTED: 1/19/81

[Back to Top](#)

## **POLICY 453 - EMERGENCY NURSING SERVICE**

Emergency nursing services shall be provided in the Rosendale-Brandon School District in accordance with state laws and regulations. The objective of emergency nursing services is the maintenance of the physical, mental and emotional health of students while they are at school or participating in school activities.

In providing for emergency nursing services, the Board of Education shall:

- a. Arrange for a registered nurse to serve as consultant for the emergency nursing services.
- b. Arrange for a physician to serve as medical advisor for the emergency nursing services.
- c. Establish written policies and procedures for dealing with accidental injury, illness, and medication at school and all school-sponsored activities. These policies and procedures will be developed under the direction of a registered nurse, approved by the medical advisor and adopted by the Board.
- d. Ensure that individuals are designated in each school building and at all co-curricular and/or school-sponsored activities to be responsible for providing emergency care.
- e. Direct building principals to annually obtain and maintain emergency information for each student in the school district.
- f. Maintain a health area in each school which is equipped with the supplies necessary to provide emergency care in accordance with established procedures.
- g. Maintain a record system which includes accident reports and a log of services rendered.
- h. Annually review the emergency nursing services program in accordance with established procedures.

**APPROVED: 12/16/91**

[Back to Top](#)



## **RULE 453 - EMERGENCY NURSING SERVICE PROCEDURES**

### **A. DEFINITIONS**

1. "Emergency Nursing Services". – The services and procedures for handling accidents and illnesses, and for administering necessary medications.
2. "Medical Advisor" – A medical doctor designated by the school district to act as a consultant to the district for the provision of emergency nursing services.
3. "Registered Nurse" – A professional nurse licensed by the Wisconsin Department of Regulation and Licensing to practice nursing in Wisconsin.

### **B. MEDICAL ADVISOR**

1. Dr. Robert Newton shall serve as medical advisor for the school district.
2. The Medical Advisor shall:
  - a. Review policies and procedures relating to emergency services.
  - b. Advise the school district regarding health services.
3. The Medical Advisor shall serve the school district in an advisory capacity only and is immune from civil liability resulting from the rendering of emergency care to student.

### **C. REGISTERED NURSE**

1. Tom Olig is a professional nurse registered in Wisconsin.
2. The Registered Nurse shall:
  - a. Develop the Emergency Nursing Services Policy in cooperation with other school district personnel.
3. The Registered Nurse shall serve the school district in an advisory capacity only and is immune from civil liability resulting from the rendering of emergency care to students.

### **D. HEALTH AREAS**

1. Health areas shall be designated in each school building. These designated areas shall be available to students and staff during the school day. Students and staff may report to the health area in case of illness or injury. The designated health areas are as follows:
  - a. Rosendale Elementary School - office
  - b. Brandon School - office
  - c. Rosendale Middle School - office
  - d. Laconia High School - office
2. First Aid Kits – All schools must have a portable first aid kit in the main office. It is also recommended that first aid kits are located in the following areas:
  - a. Physical Education Office
  - b. Science Classroom
  - c. Art Classroom
  - d. Technical Education Classroom
  - e. Family and Consumer Classroom
  - f. Kitchen/Cafeteria
  - g. School Buses

Note: Available first aid kits will also be necessary for extracurricular activities.

### **3. Recommended First Aid Kit Supplies**

100 Band-Aid Brand Medicated Bandages,  $\frac{3}{4}$ " x 3"  
 10 Band-Aid Brand Medicated Bandages, Extra Large  
 40 Band-Aid Brand Flexible Fabric Bandages, 1" x 3"  
 10 Band-Aid Brand Flexible Fabric Knuckle Bandages  
 10 Band-Aid Brand Flexible Fabric Fingertip Bandages  
 10 Non-Stick Pads, Small  
 10 Non-Stick Pads, Medium  
 10 Non-Stick Pads, Large  
 2 Nu Gauze General Use Sponges, Sterile, 4" x 4"  
 4 Kling Rolled Bandages, 2"  
 2 Kling Rolled Bandages, 4"  
 4 Johnson & Johnson Oval Eye Pads  
 2 Surgipad Combine Dressing, 4" x 9"  
 2 Johnson & Johnson Triangular Bandages, 51"  
 1 Johnson & Johnson Tourniquet,  $\frac{3}{4}$ " x 36"  
 2 Johnson & Johnson Hypo-Allergenic First Aid Tapes,  $\frac{1}{2}$ " x 180" (5 yds) in dispenser  
 1 Athleticare Elastic Bandage, 3"  
 20 Johnson & Johnson Antiseptic Wipes  
 6 Johnson & Johnson Burn Cream, 1/8 oz. foil packs  
 1 Johnson & Johnson First Aid Cream, 8 oz. tube  
 20 Amoply Ammonia Inhalants, .33 ml.  
 2 Johnson & Johnson Instant Cold Packs, Small (4  $\frac{1}{2}$ " x 6")  
 2 EyeAid Ophthalmic Irrigating Solution,  $\frac{1}{2}$  fl. Oz.  
 20 Tylenol Extra Strength Caplets  
 1 Johnson & Johnson Rescue Blanket, 56" x 84"  
 1 Scissors  
 1 Tweezer  
 1 Red Cross First Aid Manual  
 3 Save-a-Tooth Kit  
 4 Safety Gloves

**E. EMERGENCY INFORMATION**

1. An Emergency/Registration form shall be on file for each student and shall be updated annually. The Emergency/Registration form shall be accessible at all times and located in the main office at each school building.

**F. EMERGENCY CARE**

1. In an emergency, immediate care will be given. Such care shall include assessment of the problem and possible administration of first aid by school personnel. School personnel will administer first aid when it is considered necessary to the well-being of the child.
  - a. Any school employee or volunteer, other than a healthcare professional, who in good faith renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.
2. No student who is ill or injured will be allowed to leave the building during the school day without the knowledge of the principal, or his/her designee.
3. A Health/Injury log will be maintained at each school office for documentation..
4. In life threatening situations or in situations where the need for immediate medical care is suspected, the school has a responsibility to act on behalf of the injured or ill student. Emergency medical services must be activated by calling 911. The principals, or his/her designee, must act on behalf of the parent or guardian when medical

assistance and response time may be critical to preserve life or prevent major disability. In these instances, emergency medical services are called first, and the parents or guardian are called next.

5. In the event that the parents or guardian are not at home, the name indicated on the Emergency/Registration form will be notified. If neither the parents or guardian nor the person named on the Emergency/Registration form are available, school personnel will call 911 and have a responsible staff member go with the student. The school will continue efforts to locate the parents or guardian. The principal or designated school personnel will stay with the student until the parents or guardian assumes responsibility.

#### G. **EMERGENCY CARE – EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES**

1. An Emergency/Registration form will be completed and signed annually by each student's parent or guardian and maintained in each school office. Emergency information on the form will include student medical concerns. A primary and alternate contact is listed in case the parent or guardian cannot be reached for an emergency or illness. It is the responsibility of the student's parent or guardian to update the school secretary with new information.

Information on the Emergency/Registration form pertaining to "student special needs" is made available to teachers, coaches, class advisors and teacher chaperones. Therefore, when students are involved in activities away from their home school, emergency information will be available should a need arise for emergency care. It is the responsibility of the principal or his/her designee to make certain this information is readily available.

School buses used to transport students to extra and co-curricular activities are equipped with two-way radios which can be used to call for emergency care. In addition, a first aid kit is located on all school buses.

2. General information
  - a. All teachers, coaches, and advisors shall be provided with updated information pertaining to emergency concerns of each of the students whom they are accompanying to any school-related activities or field trip.
  - b. Coaches shall carry the "Emergency First Aid Checklist" developed by the Wisconsin Interscholastic Athletic Association (WIAA) Medical Advisory Committee. It is intended to help coaches keep emergency information at hand should it be needed during the course of a practice session or contest.
  - c. All teachers, coaches, and advisors shall familiarize themselves with the procedures for the care of injured or ill students at extra and co-curricular activities.
3. Care of injured or ill students extra and co-curricular activities (First Aid Crisis Plan)
  - a. The person in charge of the activity shall be identified and given keys for the main office and health areas. At team practices, the coach is considered the person in charge. On field trips and other school-related activities away from the home school, the teacher(s) is considered the person in charge and will have access to the school bus two-way radio or phone.
  - b. The seriousness of the injury should be assessed. Is the injury minor, major, or life threatening?
  - c. When an injury occurs, the person in charge of the activity will be contacted. It will be his/her responsibility to take the following actions:
    1. Minor or serious injury
      - a. Immediately contact a qualified person to assist (another teacher, bus driver, first responders, call 911 if necessary)
      - b. Contact the student's parent or guardian
      - c. Notify the principal, if available.
      - d. Notify the district administrator of any serious injury.
      - e. Complete an accident report.
    2. Life threatening injury
      - a. Call 911

- b. Call the student's parent or guardian.
- c. Notify the principal, if available.
- d. Notify the district administrator.
- e. Complete an accident report.
- f. During extra and co-curricular activities at a location other than the home school, the person in charge of the activity should be identified and contacted in the event of an injury. Procedures as identified by that person should be followed.
- g. The above-mentioned emergency information will be given to teachers, coaches, and advisors.

#### **H. HEALTH RECORDS**

1. Health records shall be maintained for each student. Pertinent information concerning the child's physical and mental health will be noted on these record cards.
2. All health records shall be considered confidential and shall be accessible only to those persons authorized by school board policy. These records may be released to other individuals or agencies only with written permission of the student and/or his/her parents or guardian.

#### **I. RECORD SYSTEM (EMERGENCY CARE)**

1. Student Accident Report Forms – Except for minor injuries, a student accident report shall be completed for all accidents occurring on school grounds or during school-sponsored activities. All staff members have the responsibility to notify the principal of injury to any student while on school property.
2. Injury Registrar for Students  
Information pertaining to student injuries shall be maintained on this form and be retained in the school files for a minimum of five years. The registrar will contain the following information:
  - a. Date
  - b. Student's Name
  - c. Address
  - d. Cause of Injury
  - e. Nature of Injury
  - f. Days Absent
3. All student health care records shall be maintained in accordance with confidentiality requirements as stipulated in state law and school board policy.

#### **J. REPORTING SUSPECTED HEALTH PROBLEMS**

1. Any teacher who suspects a student's health is presenting a problem may request a statement of fitness from a doctor or a letter from the student's parents or guardian releasing the school from liability.

#### **K. EVALUATION OF EMERGENCY NURSING SERVICES**

1. A review of emergency nursing services policies and procedures shall be conducted as needed. The school administrator or his/her designee, medical advisor, and a registered nurse will be involved in the review.
2. Following the review, report indicating that the emergency nursing services policy and procedures was evaluated will be presented to each school board member, district administrator, and principal. Reports will be maintained in a file at the district office.

**APPROVED: 12/16/91**

**REVISED and APPROVED: 10/22/2012**

[Back to Top](#)

## **POLICY 453.4 - ADMINISTRATION OF MEDICINE TO STUDENTS**

### **General Statement of Policy**

A growing number of pupils are coming to school with physician's direction to take medication during the day.

Parents, for a variety of reasons, cannot supervise the administration of medication and are asking the school authorities to provide this service.

This service may be offered with appropriate precautions.

In all cases, the parent/guardian must submit a Medication Consent Form and Administration Record (Policy 453.4, Exhibit 1) naming any medication needed by the student during the school day. The named medication(s) must be in the original container and kept in the school office. Persons who are authorized by written policy may administer any medication which is lawfully sold over the counter and/or prescribed by a licensed physician in accordance to the physician's directions or manufacturer's label. If a lesser dose of a NON-prescription medication is to be administered, the parent/guardian must indicate this on the Medication Consent Form. At no time will a dose that is larger than indicated on the manufacturer's label be administered unless directed by your physician. Only under the direction and delegation of the school nurse or licensed physician will a Rosendale-Brandon School District staff member administer a drug to a pupil by any means other than ingestion.

**REVISED & ADOPTED: 8/18/97**

**REVISED & APPROVED: 10/22/12**

[Back to Top](#)

## RULE 453.4 - PROCEDURES FOR THE ADMINISTRATION OF MEDICATION TO STUDENTS

- I. Management of the Medication Administration Program.
  - A. Medication should be administered to students by their parents/guardians at home whenever possible. In all instances where medication is to be administered in the school setting, the physician prescribing the medication has the power to direct, supervise, decide, inspect and oversee the administering of medication.
  - B. The school secretary or designated school personnel shall be the supervisor of the medication administration program in the school.
  - C. The superintendent or school principal has the authority to authorize in writing that an employee administer oral medication.
  - D. Medication orders/parental consent:
    - 1. The principal/school secretary or designated school personnel shall ensure that there is a proper medication order from a licensed prescriber, including the beginning of each academic year. A telephone order for any change in medication shall be received only by the school nurse.
      - a. In accordance with standard medical practice, a medication order form from a licensed prescriber shall contain:
        - 1). student name;
        - 2). name and signature of the licensed prescriber, and business/emergency telephone numbers;
        - 3). name of the medication;
        - 4). Route, dosage, frequency and time of medication administration;
        - 5). date of the order;
        - 6). diagnosis;
        - 7). specific directions for administration.
      - b. Additional information shall be obtained from the licensed prescriber, if appropriate:
        - 1). any special side effects, contraindications and adverse reactions to be observed;
        - 2). any other medications being taken by the student.
      - c. Special medication situations:
        - 1). For nonprescription medications, i.e., over-the-counter medications, the school nurse shall obtain parental authorization and follow a standing order, which is cooperatively developed with the medical advisor, regarding the administration of nonprescription medications in the school.
        - 2). designated employees, other than licensed health care providers, may administer oral nonprescription medications with proper written parental authorization.
    - 2. The principal/designee shall ensure that there is a written authorization by the parent or guardian which contains:
      - a. The parent or guardian's printed name and signature.
      - b. approval to have the school secretary or employee designated by the superintendent, principal or school nurse administer the medication in the dosage recommended, and to contact the student's physician directly if the parent/guardian cannot be reached;
      - c. person(s) to be notified in the case of a medication emergency.
  - E. Medication Administration Plan:
    - 1. The principal/school nurse, in collaboration with the parent/guardian whenever possible, shall establish a medication administration plan for each student receiving a medication. Whenever possible, a student who understands the issues of medication administration shall be involved in the decision-making process and his/her preferences respected to the extent possible. If appropriate, the medication administration plan

shall be referenced in other health or educational plans developed pursuant to the Wisconsin Exceptional Education Law, or federal laws, such as the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

2. Prior to the initial administration of the medication, the principal/school nurse, when available, shall develop a medication administration plan using the medication consent form which includes:
  - a. the name of the student;
  - b. a signed order from a licensed prescriber, including business and emergency telephone numbers;
  - c. the signed authorization of the parent/guardian, including home and business telephone numbers;
  - d. any known allergies to food or medication;
  - e. the diagnosis, unless a violation of confidentiality or the parent/guardian or student requests that it be documented;
  - f. the name of the medication;
  - g. the dosage of medication;
  - h. any specific directions for administration;
  - i. possible side effects, adverse reactions or contraindications;
  - j. the duration of the prescription;
  - k. the designation of school personnel who will administer the medication to the student;
  - l. parental permission to notify other persons, including teachers, of medication administration and possible adverse effects of the medication;
  - m. a list of other medications being taken by the student, if not a violation of confidentiality or contrary to the request of the parent/guardian or student that such medication not be documented;
  - n. provision of medication administration in the case of field trips and other short-term special school events. If the parent/guardian cannot accompany their child, effort shall be made to obtain an employee trained in medication administration to accompany the student. When this is not possible the principal may designate or school nurse delegate medication administration to another responsible adult.
- F. The principal/school nurse shall communicate significant observations relating to medication effectiveness and adverse reactions or other harmful effects to the child's parent/guardian and/or licensed prescriber.
- G. In accordance with standards of nursing practice, the school nurse or designee may refuse to administer or allow to be administered any medication, which, based on her/his assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified by the school nurse and the reason for refusal explained.
- H. The school nurse shall have a current pharmaceutical reference available for her/his use.
- I. Designated school employees authorized to administer medication to students shall be provided annual instruction on proper procedures for administering medication.
- J. Administration of medications by means other than ingestion:
  1. School personnel are not required to administer medications by means other than ingestion.

2. Personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse or licensed physician.

## II. Self Administration of Medications.

Self administration means that a student is able to consume or apply medication in a manner directed by the licensed prescriber, without additional assistance or direction. A student may be responsible for taking his/her own medication after the school nurse has determined that the following requirements are met:

1. The parent/guardian and student, where appropriate, provide a written statement which specifies the conditions under which medication may be self administered;
2. The student's health status and abilities have been evaluated by the school nurse who then deems self administration safe and appropriate. As necessary, the school nurse shall observe initial self administration of the medication;
3. The school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered;
4. If requested by the school nurse, the licensed prescriber provides a written order for self administration.
5. The student follows a procedure for documentation of self administration;
6. The school nurse, as necessary, consults with teachers, the student and parent/guardian, if appropriate, to determine a safe place for storing the medication, while providing for accessibility if the student's health needs require it. This information shall be included on the medication administration consent form;
7. The student's self administration is monitored based on his/her abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording the medication was taken, and notifying the parent/guardian or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication.

## III. Handling, Storage and Disposal of Medication

- A. All medications to be administered by school personnel or to be taken by self medicating students may be delivered by a student, unless extenuating circumstances necessitate delivery by a parent/guardian or parent/guardian-designated responsible adult, to the school nurse or school personnel designated to administer medication.
- B. All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and effective. Expiration dates shall be checked.
- C. All medications to be administered by school personnel shall be kept in a securely locked cabinet used exclusively for medications. Medications requiring refrigeration shall be stored in a refrigerator in a secure, locked room.
- D. Access to stored medications shall be limited to persons authorized to administer medications. Access to keys and knowledge of the location of keys shall be restricted to the extent reasonably possible.
- E. Where possible, all unused, discontinued or outdated medications shall be returned to the student or parent/guardian and return appropriately documented. In extenuating circumstances, with parental consent when possible, such medications may be destroyed by the school nurse. All medications should be returned at the end of the school year.

## IV. Documentation and Record Keeping

- A. Each school where medications are administered by the school nurse and/or designated school personnel, a medication administration record shall be maintained for each student who receives medication during school hours.



1. Such record at a minimum shall include a daily log and a medication administration consent form, including the medication order and parent/guardian authorization.
2. The daily log shall contain:
  - a. the dose or amount of medication administered;
  - b. the date and time of administration or omission of administration, including
  - c. the reason for omission;
  - d. the full signature of the school nurse or designated school personnel administering the medication. If the medication is given more than once by the same person, she/he may initial the record, subsequent to signing a full signature.
3. The school nurse and any designated school personnel shall document in the medication administration record significant observations, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken.
4. All documentation shall be recorded in ink and shall not be altered.
5. Completed medication administration records and records pertinent to self administration shall be filed in the student's pupil physical health record. When a parent/guardian or student, where appropriate, objects, these records shall be regarded as confidential patient health care records and shall be kept confidential in accordance with WI State. 146.81-146.84.

B. Reporting and documentation of medication errors.

1. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:
  - a. within appropriate time frames;
  - b. in the correct dosage;
  - c. in accordance with accepted practice;
  - d. to the correct student;
  - e. by the correct route.
2. In the event of a medication error, the school nurse or school personnel designated to administer medication shall notify the parent/guardian immediately. If there is a question of potential harm to the student, the student's licensed prescriber shall also be notified.
3. Medication errors shall be documented by the school nurse and school personnel designated to administer medications on a medication error report form. These reports shall be retained in the school office.
4. The school nurse shall review reports of medication errors and provide consultation to ensure appropriate medication administration in the future.

V. Dissemination of Information to Parents/Guardians Regarding Administration of Medication. Medication policies, procedures, and forms shall be available to parents/guardians upon request. Additionally, medication policies, procedures, and forms shall be available in school handbooks.

**APPROVED: 8/18/1997**

**REVISED and APPROVED: 10/22/2012**

[Back to Top](#)

## Exhibit 453.4(1) – Medication Consent Form and Administration Record

Full name of child to be medicated \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Name of non-prescription medication(s) \_\_\_\_\_

Reason for medication \_\_\_\_\_

Hour(s) medication is to be given \_\_\_\_\_ # of days \_\_\_\_\_

Other Medications being taken by child \_\_\_\_\_

Name of person(s) who will be giving medication during school hours \_\_\_\_\_  
(to be filled out by school nurse or principal).

\*\*\*\*\* This section to be filled out by physician for prescription medication only; Daily Medications and P.R.N. Medications (as needed) \*\*\*\*\*

| Medicine | Route | Dose | Time to be given | Date range | Condition for which medication is to be given | Possible adverse reactions to medication (if none, so state) |
|----------|-------|------|------------------|------------|-----------------------------------------------|--------------------------------------------------------------|
|          |       |      |                  |            |                                               |                                                              |
|          |       |      |                  |            |                                               |                                                              |
|          |       |      |                  |            |                                               |                                                              |

Plan for teaching self administration, if appropriate: \_\_\_\_\_

I agree to retain the power to direct, supervise, decide, inspect and oversee the administration of such medication(s). Direct contact shall be made with me at any time should you have any questions or observe adverse reactions.

Hospital/Clinic/Office \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Physician's signature \_\_\_\_\_ Date \_\_\_\_\_

### FOR ALL MEDICATIONS

I hereby give permission to the above named persons to give the medication(s) to my child/ward according to the directions stated above, and further authorize them to contact the child's/ward's physician. I understand that other school personnel may need to be informed of my child's need for medications and possible side effects of the medications. I agree that the school district, its employees and agents who act within the consent granted by this document, shall not be liable for any claims that I may have arising from the administration of this medication to my child/ward, and further agree to hold the school district, its employees and agents, harmless against any claims that may be brought against them arising from the administration of this medication at school while such administration is being done in conformity with this document.

I agree to notify the school in writing at the termination of this request or when any change to the above order is necessary.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

NURSES' COMMENTS:

☐ Provisions have been made for field trips



## Exhibit 453.4(2) - Medication Error Report From

A medication error is defined as failure to administer the prescribed medication within the appropriate time frame, in the correct dosage, in accordance with accepted practice, to the correct student.

Date of report \_\_\_\_\_ School \_\_\_\_\_ Prepared by \_\_\_\_\_

Name of Student \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_

Home address \_\_\_\_\_

Telephone number \_\_\_\_\_

Date error occurred \_\_\_\_\_ Time noted \_\_\_\_\_

Person administering medication \_\_\_\_\_

Name of licensed prescriber \_\_\_\_\_

Reason medication was prescribed \_\_\_\_\_

Date of order \_\_\_\_\_ Instructions for administration \_\_\_\_\_

Medication \_\_\_\_\_ Dose \_\_\_\_\_ Route \_\_\_\_\_ Scheduled time \_\_\_\_\_

Describe the error and how it occurred (use reverse side if necessary)

### Action Taken

Licensed prescriber notified: Yes \_\_\_ No \_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Parent/guardian notified: Yes \_\_\_ No \_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Other persons notified: \_\_\_\_\_

Describe the outcome:

Name \_\_\_\_\_ Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

mederror 10-96

[Back to Top](#)

## **POLICY 453.5 - PHYSICAL EXAMS FOR STUDENTS**

Whereas, it is important that students be assigned duties which they are physically able to handle, and

Whereas, classroom seating should be effected by any hearing or visual defects a student may have.

Therefore, be it resolved, that all students who are entering our school system for the first time be required to present a physical examination form completed by a doctor of their choice.

Be it further resolved, that the results of the exam be recorded on a form which will be developed by the school district and that the cost be paid by the parent or guardian of the child.

**(Effective February 18, 1974)**

[Back to Top](#)

## **POLICY 453.31 - HEAD LICE PROCEDURE**

Pediculosis (head lice) is a nuisance condition and appropriate measures shall be taken to control the spread of lice infestations within the schools. Head lice control depends upon prompt identification, proper administrative handling of each case, effective treatment and prevention of its spread.

The lice management program shall be under the direction of the school nurse and building principal. Individuals will be assigned within each school to assist in implementing the lice management program. It shall be the responsibility of the nurse serving the school to provide adequate training to the assigned individuals on (1) how to check a student's head if he/she is demonstrating symptoms of head lice, (2) the importance and difficulty of correctly identifying an active head lice infestation, and (3) appropriate treatment options.

Specific procedures shall be developed for the management of head lice in schools that include parent and guardian notification, treatment instructions, and parent and guardian responsibilities. Any student found to have live head lice will be sent home from school for appropriate treatment in accordance with established procedures. Students with live head lice do not need to be sent home early from school but can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Students with nits-only should generally not be sent home from school but should be monitored for signs of re-infestation. Mass lice screenings will be conducted only if determined necessary by the building principal or designee, after consultation with the nurse serving the school and/or the medical advisor serving the District.

The lice management program and related procedures shall be reviewed periodically by the school nurse in consultation with the medical advisor serving the District, to ensure that they are meeting the needs of the school district and its families and are following best practice.

### **Wisconsin Statutes**

Section 118.125 [student records management, including student physical health records and patient health care records]

Section 118.15(3)(a) [compulsory school attendance; exception for student excused because he/she is temporarily not in proper physical or mental condition to attend school]

Section 121.02(1)(i) [provision of safe and healthful facilities]

Sections 146.81 - 146.84 [patient health care records]

### **Wisconsin Administrative Code**

DHS 145.07(1) [special disease control measures; required notification of parent/guardian and nurse serving the school and authority to send student home from school]

PI 8.01(2)(g) [emergency nursing services and nursing protocols]

### **Federal Laws and Regulations**

Family Educational Rights and Privacy Act (FERPA) [federal student records law]

34 C.F.R. Part 99 [U.S. Department of Education FERPA regulations]

**APPROVED: 10/23/95**

**Revised and Approved: 12/21/09**

**Revised and Approved: 8/19/19**

[Back to Top](#)

## RULE 453.31 - MANAGEMENT OF HEAD LICE IN SCHOOLS

### A. Definitions

- a. Lice: Tiny grey to brown insects about the size of a sesame seed that live in human hair and feed on human blood to survive. Lice do not fly or jump, but crawl. Without a human host they can only live for about one or two days. Head lice are not known to transmit disease. Head lice spread through direct head-to-head contact with an infected person or indirect contact with lice-carrying objects such as combs, brushes, hats or scarves. Anyone may become infested with head lice, regardless of age, sex, race, socio-economic status, or standards of personal hygiene.
- b. Nits: Tiny white oval-shaped louse eggs about the size of a knot in a thread attached to strands of hair. Many nits are more than ¼" from the scalp and are usually not viable or likely to hatch to become crawling lice. Nits cemented to hair shafts are very unlikely to be transferred successfully to other people. Nits usually die within a week if they are not kept at the same temperature as that found close to the scalp.

### B. Identification and Treatment

- a. When a student is identified or suspected to be infected with head lice, the student should be removed from the classroom as unobtrusively as possible for further inspection and to determine the next course of action. The student should be inspected in an area in the school that protects the privacy of the student. The District reserves the right to inspect other known individuals that attend school and are in close personal contact with the student, such as siblings.
  - i. A student may be suspected of having head lice if the following are noted: (1) the student complains of an "itchy scalp" or is observed scratching his/her scalp, (2) the student has open sores/lesions on the scalp, or (3) lice and/or nits are observed on the student's scalp.
- b. If a student is found to have nits-only, the student will generally be allowed to remain in school and will be monitored for signs of re-infestation. Exceptions may be made as determined appropriate and necessary by the nurse serving the school, the building principal, or his/her trained designee. If the school has not previously been in communication with the student's parent or guardian regarding the situation, the student's parent or guardian will be notified.
- c. If live head lice are found, the student's parent or guardian shall be notified that day by telephone **and** by having a note sent home with the student at the end of the school day. The notification will state that prompt, proper treatment of the head lice is in the best interest of the student and his/her classmates. Students with live lice normally do not need to be sent home early from school but can usually go home at the end of the school day, be treated, and return to class after the parent or guardian provides confirmation that appropriate treatment has begun.
- d. The parent(s) or guardian of a student with live head lice shall be given written information and oral directions for head lice treatment at home. Specifically, the parent(s) or guardian will be provided with the following information, or with similar treatment information approved by a nurse serving a school.
  - i. The student's head should be examined, especially behind the ears and at the nape of the neck for crawling lice and nits.
  - ii. All household members should be examined if lice or nits are found on a family member. Only those with evidence of an infestation should be treated.
  - iii. There are many acceptable treatment options (e.g., over-the-counter medications such as Nix® or prescription medications); however, treatment with a product that is both a pediculicide as well as an ovoidal (egg killing agent) is the most effective way to kill lice and prevent further reinfestation. Head lice treatment must be followed

exactly as instructed on the package.

- iv. Nits that are within ¼ inch from the base of the hair shaft should be removed following head lice treatment. Removal of all nits after successful treatment with a pediculicide is not necessary. Nits that are attached more than ¼ inch from the base of the hair shaft are almost always non-viable.
  - v. All combs and brushes used on infested persons should be soaked in very hot water (>130° F), Lysol®, rubbing alcohol or a lice-killing chemical for about one (1) hour.
  - vi. Clothing, bed linens, hats, and other items that the infested person wore or used during the 2-day period just before treatment should be washed in hot water or machine dried at the hottest setting for 20 minutes. Clothing and items that are not washable (e.g., stuffed animals) can be dry-cleaned or sealed in a plastic bag and stored for two weeks.
  - vii. Carpets, furniture and mattresses should be vacuumed thoroughly, and the vacuum bag discarded.
  - viii. Hair should be retreated according to treatment protocol.
- e. The student shall be excused from school attendance for the purpose of treatment but will be expected to return to school as soon as possible, preferably the next school day following an effective treatment such that the parent or guardian finds no live head lice. Verification of treatment should be provided by the student's parent(s) or guardian upon the student's return to school by completing the **Head Lice Treatment Verification Form (Exhibit 453.31)**

Notifications will be made to alert parents and guardians regarding cases of head lice in the class and/or school as deemed appropriate by the school nurse and principal.

C. Readmission to School After Treatment

- a. The nurse serving the school, building principal, or his/her trained designee will inspect the student upon return to school following treatment. If the student is still infested with head lice, the student's parent or guardian will be re-contacted and further treatment will be necessary.
- b. Once determined that live head lice are no longer present, the student shall be re-admitted to school.
- c. The nurse serving the school, building principal or his/her trained designee may recheck the student as needed.
- d. The student will require a second treatment 7-10 days after the first treatment. Verification of the second treatment should be provided by the student's parent(s) or guardian by completing the bottom portion of the **Head Lice Treatment Verification Form (Exhibit 453.31)**

D. Recordkeeping and Reporting

- a. Head lice cases occurring in a school should be reported to the nurse serving the school and the building principal. Head lice cases are not reportable to the public health department unless there are other communicable disease related concerns.
- b. Any records created related to head lice cases should be maintained in accordance with state and federal laws and regulations and District policies regarding the maintenance and confidentiality of student records. Only information needed for purposes of assuring notification of the appropriate parties involved and for prevention of further exposures should be noted in a student's school records.



- E. Prevention and Control - The nurse serving the school shall collaborate with the public health department or other resources in planning assistance to families who have chronic lice infestation.
- a. Parents and guardians should perform regular lice checks on the scalp of their children who attend school, especially when excessive itching is noticed.
  - b. Head-to-head (hair-to-hair) contact should be avoided during play and other activities at home, school, and elsewhere (sports activities, playground, slumber parties, camp).
  - c. Do not share clothing such as hats, scarves, coats, sports uniforms, or hair accessories.
  - d. Do not share combs, brushes, or towels. Disinfect combs and brushes used by an infested person.
  - e. Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.

**APPROVED: 8/19/19**

[Back to Top](#)

## Exhibit 453.31 - HEAD LICE TREATMENT VERIFICATION

This form must be signed by parent/guardian and accompany the child when returning to school following treatment for head lice.

### First Treatment

Name of child:

School:

My child has been treated with

(Name of medication/shampoo/rinse)

on

(Date)

I have completely combed out all the lice and eggs (nits). I have washed all bedding, clothing, towels, and personal items (combs, brushes, caps, barrettes, etc.). I have thoroughly vacuumed the floors and upholstery. I understand that my child must be retreated on

(Date)

Signed

(Parent/Guardian)

Date

RETURN COMPLETED TOP OF FORM AFTER 1<sup>st</sup> TREATMENT WITH PRODUCT BOX ATTACHED.

---

RETURN COMPLETED BOTTOM OF FORM AFTER 2<sup>nd</sup> TREATMENT WITH PRODUCT BOX ATTACHED.

### Second Treatment

Name of child:

School:

My child has received the second treatment seven to ten days after the first treatment. My child has no lice or eggs (nits).

Name of Medication/Treatment:

Date of Treatment:

Parent/ Guardian Signature:

Date

[Back to Top](#)

## POLICY 453.61 - STUDENTS WITH FOOD DISABILITIES

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

### Family's Responsibility

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the *Children with Disabilities and Special Dietary Restrictions form from DPI*. Include a photo of the child on written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Educate the child in the self-management of their food allergy including:
  - ✓ safe and unsafe foods
  - ✓ strategies for avoiding exposure to unsafe foods
  - ✓ symptoms of allergic reactions
  - ✓ how and when to tell an adult they may be having an allergy-related problem
  - ✓ how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
- Provide emergency contact information.

### School's Responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Identify a core team of, but not limited to, school nurse, teacher, principal, school food service and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
- Assure that all staff who interact with the student on a regular basis understands food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. In states where regulations permit, medications are kept in a easily accessible secure location central to designated school personnel, not in locked cupboards or drawers. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent and school nurse, and allowed by state or local regulations.
- Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Recommend that all buses have communication devices in case of an emergency.

- Enforce a “no eating” policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against an allergic child seriously.

#### **Student’s Responsibility**

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

**APPROVED: 8/25/14**

[Back to Top](#)

## **POLICY 454 - PROTECTIVE BEHAVIORS PROGRAM AND POLICY**

The Rosendale-Brandon School District recognizes that school performance and the child's ability to learn, relate directly to the personal welfare of children.

The Rosendale-Brandon School District also recognizes that child abuse is a national problem of epidemic proportions.

The Board of Education supports the Protective Behaviors Program in grades K-12. The program content will vary depending on the developmental and emotional needs of each age group. Under the direction of the building principal, the guidance counselors will coordinate and be responsible for implementing the program with staff.

### **Philosophy**

It is our belief that children should be empowered with the adaptive skills necessary to prevent and cope with physical, emotional, abusive and neglectful situations. Educators spend more time with children than any other professional group in our society. Schools, through a coordinated, well-developed curriculum program, can most effectively assure that appropriate information is provided to a large number of children of all ages. A Protective Behavior curriculum that begins with kindergarten developmental needs of each age group. In developing a program to address the problem of child abuse and neglect in our society, we recognize that the sensitive nature of the topic calls for a cooperative effort between parents, schools and community agencies.

In order for educators and school districts to effectively implement a Protective Behaviors curriculum, school personnel (administrators, teachers, support staff, etc.) must be knowledgeable and comfortable about the subject. This suggests that inservicing be provided, not only prior to implementation of the curriculum, but also as an ongoing process.

The implementation of a Protective Behavior Program is directed at increasing awareness and prevention skills of all students. While parents, guardians and society have primary responsibility for a child care, children also need to have information about the world around them in order to help care for themselves. We cannot stop all abuse from occurring, but we believe by providing children with knowledge, skills and resources, we empower children to better cope with and prevent abusive and neglectful situations.

### **PROCEDURES FOR REPORTING CHILD ABUSE/NEGLECT**

The Board of Education recognizes the need for educators to become involved in identification and prevention of child abuse and neglect.

Due to the sustained contact with school age children, school employees are in an excellent position to identify abused or neglected children.

The Wisconsin State section 49.981, which amends, repeals, and recreated past laws, requires that any person having reason to believe that a child has been abused or neglected will report to the proper authorities.

The law provides immunity from any civil liability or criminal penalty to all who participate, in good faith in the making of a report in an investigation, or in any judicial proceedings resulting from such a report.

School staff members having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child has been threatened with an injury and that abuse will occur, shall immediately contact the appropriate county agency and inform the agency of the facts and circumstances which lead to the filing of the report. The building administrator, or Pupil Personnel Services member shall also be contacted immediately.

School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect. County agencies may contact, observe or interview a child at school without permission from the child's parent, guardian or legal custodian if necessary to determine if a child is in need of protection or services. Validation of suspected child abuse or neglect is the responsibility of the Fond du Lac County Department of Social Services. Any doubt about reporting a suspected situation is to be resolved in favor of the child and the report made immediately.

No district employee shall be discharged from employment for making a child abuse/neglect report. In addition, state law guarantees immunity for any civil or criminal liability that may result from making a report on child abuse or neglect and provides for the protection of the identity of any individual who make such a report.

Failure to report suspected cases of child abuse and neglect is punishable by a fine and/or jail sentence.

## DEFINITIONS

**Child:** Any person under 18 years of age

**Abuse:** Physical injury inflicted on a child by other than accidental means; sexual intercourse or sexual contact under section 940.225 of the statutes; violation of sexual exploitation under section 940.203 of the statutes; permitting or requiring a child to violate prostitution laws under section 944.30 of the statutes.

Emotional damage meaning harm to a child's psychological or intellectual functioning which is exhibited by anxiety, depression or aggression. Emotional damage may be demonstrated by observable changes in the child's behavior or in emotional responses or learning incompatible with the child's age or stage of development.

**Neglect:** Failure, refusal, or inability on the part of the parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care, or shelter so as to seriously endanger the physical health of the child.

## REPORTING PROCEDURES

1. In cases of suspected abuse/neglect, staff members should report to the building principal or Pupil Personnel Services member and call the Fond du Lac department of Social Services at 929-3400.

**LAW ENFORCEMENT.** If you cannot reach the child protection agency or if you believe that the child is in immediate danger you may contact the law enforcement agency.

2. The following information will be required in the report: Name, address, birth date, grade, age of student, parents name and place of employment; nature and extent of injuries and/or condition; information given to cause injury.
3. A report should be made as soon as the mandated reporter has a reasonable suspicion of the possibility that a child has been abused or neglected or that the child may be abused or neglected. It is important that there be no delay in making a report to the county department of social services or the local law enforcement.
4. No administrator or other school district staff member may counsel an individual against or prevent an individual who suspects abuse or neglect from making a report.
5. Reporting suspicions to an administrator or a Pupil Personnel Service member does not absolve the individual from the responsibility of reporting to the appropriate child protection agency.

## PENALTIES

Failure to report may result in a fine of \$1000 or imprisonment of not more than six months or both.

## **CHILD ABUSE AND NEGLECT**

### **Indicators of Neglect and/or Abuse**

The presence of a cluster of indicators does not confirm either neglect or abuse. When several indicators are present a referral should be made to Pupil Personnel Services to study the child's circumstances carefully. The definitions of abuse and neglect and the accompanying materials should assist school staff in their decisions of when to refer to the P.P.S., and the building principal, and/or report to the Department of Social Services.

### **Indicators of Abuse**

#### **A. Characteristics of Abusive Parents**

- Insecure
- Inability to show affection
- Lack of self-worth
- Belief that children should be punished for failures
- Unrealistic expectations placed on child
- Were abused themselves as children
- Parent/child needs don't coincide
- Belief that punishment has educational value
- No establishment of basic trust by parents
- Few things child does wins parents' approval
- Unpredictable behavior
- Delay unduly in getting child help
- Believe child is property of parents

#### **B. Physical Indications of Abused Children**

- Hungry
- Poorly clothed
- Unkempt
- Poor skin color
- Listless
- Non-verbal communication
- Bruises in various stages of healing
- Welts and burns
- Evidence of repeated injury
- Unexplained injury
- Evidence of repeated fractures

#### **C. Behavioral Indications of Abused Children**

- Overly compliant
- Passive
- Undemanding behavior aimed at maintaining a low profile
- Avoids confrontation which may lead to further abuse
- Extremely aggressive
- Demanding and rageful behavior caused by continual frustration
- Overly adaptive behavior in response to unresolved needs
- Lags in development
- Temper tantrums

- Short attention span
- Appears fearful

D. Clinical Presentation

- Injury doesn't match history given by caretaker
- Parent is often seeking help
- A lot of stress in family
- Reluctance of parents to give information
- Parents inappropriate reaction to severity of injury
- Inconsistent social history

## WORKING DEFINITION OF CHILD NEGLECT

A. Abandonment

1. Children who are abandoned totally or for long period of time

B. Lack of Supervision

1. Children who are inadequately supervised for long periods of or when engaged in dangerous activities.
2. Children left in care of younger children.

C. Lack of Adequate Clothing or Hygiene

1. Children dress inadequately or suffering persistent illnesses associated with excess exposure.
2. Severe diaper rash or other persistent skin disorders resulting from improper hygiene.
3. Dirty, smelly, ragged and generally unkempt.

D. Lack of Medical or Dental Care

1. Children whose needs for medical or dental care or medication and health aids are unmet.

E. Lack of Adequate Education

1. Fails to attend school regularly due to faults of parents.

F. Lack of Adequate Nutrition

1. Children lacking sufficient quantity or quality of food.
2. Children who constantly complain of hunger.
3. Children who suffer severe developmental lags.
4. Malnourished and emaciated.

G. Lack of Adequate Shelter

1. Structurally unsafe housing or exposed wiring.
2. Inadequate heating.
3. Unsanitary or filthy living conditions.
4. Overcrowded.
5. Poor ventilation.

H. Exploited

1. Have extensive responsibilities placed on them, though very young, to care for home and other young children.
2. Overworked beyond physical endurance.
3. Forced to beg and steal.

In identifying neglect, be sensitive to:



1. Issues of poverty vs. neglect.
2. Differing cultural expectations and values.
3. Differing child rearing techniques.

## **INDICATORS OF SEXUAL ABUSE**

### **A. Underlying Family Conditions**

- Prolonged absence of one parent.
- Severe overcrowding.
- Lack of social and emotional contacts.
- Geographic isolation.
- Alcoholism.
- Passive parent.
- Seductive child.

### **B. Physical Indicators**

- Pain or difficulty walking or sitting
- Complaints of pain, swelling or itching in the genital area.

### **C. Behavioral Indicators**

- Regression (retreat into fantasy).
- Delinquency or aggression.
- Poor peer relationships.
- Extremely protective parenting.
- Unwillingness to participate in activities.
- Running away.
- Drug use and abuse.
- Indirect allusions.
- Inappropriate knowledge of vocabulary concerning of sexual matters for the child's age.
- Inappropriate sexual acting out.

## **EMOTIONAL ABUSE INDICATORS**

1. Denied normal experiences that produce feeling of being loved, wanted, secure and worthy.
2. Rejected through indifference.
3. Rejected overtly – left along, blamed for problems, abused verbally.
4. Emotionally neglect is intangible, but the child's behavior often reveals visible symptoms such as hyperactivity, withdrawal, overeating, fire-setting, nervous skin disorder, psychometric complaints, autism, suicide attempts, truancy, delinquency, failure to thrive, aggressiveness, discipline problems.
5. Emotional abuse means harm to a child's psychological or intellectual functioning which is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors which is caused by the child's parent, guardian or legal custodian or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm. Emotional damage may be demonstrated by substantial and observable change in behavior, emotional response or learning which is incompatible with the child's age or stage of development.

**LEGAL REFS.:**

**REPLACES POLICY:**

**REVISED AND APPROVED: 9/15/97**

[Back to Top](#)

## POLICY 455.6 - STUDENT TRANSPORTATION TO AND FROM CO-CURRICULAR ACTIVITIES/EVENTS

### General Statement of Policy

When a student is participating in an athletic and/or co/extra-curricular activity and school transportation is provided:

- A. That student must ride the school transportation.
- B. Occasionally, a student will be allowed to take alternate transportation. The parent/guardian of the student must contact the coach/advisor or building administrator in advance to request a change. The parent must provide a written, signed permission stating that they will be transporting their child to or from an athletic and/or co/extra-curricular activity.
- C. **NO** student can be released into the custody of another student even with written signed permission from a parent/guardian.

When a student is participating in an athletic and/or co/extra-curricular activity and school transportation is not provided:

- A. It is the responsibility of the coach/advisor to provide the direction and a school permission slip signed by the parent or guardian, regarding transportation to and from an event.

LEGAL REF.: 121.54 (7)  
121.555

APPROVED: 8/18/97  
[Back to Top](#)

## POLICY 456 - SUICIDE PREVENTION POLICY

To aid school personnel in the prevention of suicide, the following procedures will be implemented:

1. A teacher or other school personnel who recognizes any type of suicidal behavior or thought, no matter how trivial it seems, shall report it to a pupil personnel staff (PPS) person (school counselor, school psychologist, school nurse) immediately. If the PPS person is not available, they shall report it to the principal or principal's designee.
2. In the case of a student expressing or demonstrating immediate self-harm, the staff member involved must not leave the student alone. The staff member will personally escort the student to the counselor or principal or will send another student to the counselor or principal for help.
3. As mandated reporters, teachers and other school personnel are required to report to the counselor or principal in matters that deal with suicidal behavior, suicidal ideation, or suicidal gestures.
4. The PPS person will contact the student as soon as possible, within the school day, and conduct an assessment. The assessment is to determine the severity of the suicidal thoughts or behaviors.

A **suicidal gesture** occurs when people express a desire to commit self-harm as a reflection of depression or difficulty in coping. They see suicide as an answer, but they are vague about how to carry it out. These students need to be heard and are allowed to express themselves.

An **acute danger** occurs when the student has a realistic plan to self-harm. This is indicated by:

- How specific the plan is
- How realistic the plan is to carry out
- How lethal the plan is

The more specific, realistic, and lethal the plan is, the higher the risk.

5. The PPS person who conducts the assessment must determine if the student is gesturing or is in acute danger.

If the student is **gesturing suicide**, the following steps should be taken:

- A. School Counseling services and a list of community resources will be offered to the student.
- B. Parents will be contacted and a list of community resources will be provided.

If the student is in **acute danger**, the following steps must be taken:

- A. Keep the student under supervision at all times.
- B. The PPS person will notify the building principal of the current situation.
- C. Notify the appropriate law enforcement agency. They will come to school and assess the situation to determine the appropriate course of action.
- D. Notify the parent or legal guardian of the situation and that law enforcement has been contacted.

6. As mandated reporters, the PPS person may share his/her findings with another professional as it relates to the continued care of the student involved.
7. Once a referral has been made to the parent/guardian and/or an outside agency, school staff will assume secondary counseling responsibilities only and will not take sole responsibility for therapy.

To aid school personnel following a suicide, the following procedures will be implemented:

1. The principal will serve as coordinator for all post-suicide counseling activities. The coordinator will immediately notify the superintendent of the post-suicide counseling team members.
2. The superintendent will be responsible for notifying all school employees of the death.

3. The superintendent will be responsible for media contact and all school personnel will refer the media to this person.
4. Considering the recommendations of the post-suicide counseling team, an employee meeting will be held as soon as appropriate. The activities and recommendations of the post-suicide counseling team will be explained and discussed.
5. The coordinator will gather and share information relative to the facts, circumstances, and background of the suicide with the counseling team. The team will work together to develop a list of community resources available to students, parents, and staff.
6. Crisis counseling services will be provided to students as needs indicate.
7. For the staff, it is recommended that crisis counseling services be provided by the Employee Assistance Program (EAP).
8. Staff meetings will continue to be held after school on an as needed basis to facilitate discussion of each day's activities as well as to determine further needs.
9. The coordinator will be responsible for any follow-up activities, will prepare a report about the post-suicide counseling activities, and will present this report to the school board.

**To aid the PPS team, the following steps will be taken by administration during the first 48 hours:**

1. Verify the death with the county coroner.
2. Convene district crisis team (school counselors, administrators, school psychologist)
3. Use emergency phone tree to notify teachers and staff of meeting
4. When media requests are received, direct to superintendent
5. Organize supervised rooms for students to meet
6. Contact community resources
7. If needed, contact surrounding districts for additional counseling support
8. Communicate and initiate crisis plan with staff
9. Identify students who may be in need of immediate services
10. Faculty meetings and small group meetings for students will be held as needed
11. Prepare a formal statement to be read by teachers to the students in each individual classroom. A letter should also be sent home to the parents with the announcement that was made to students.

An example may be: "We have just been informed that Billy Whaler, a student in 11<sup>th</sup> grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we'll let you know when the funeral will take place. Those of you who want to discuss your feelings about Billy's death may meet in Room 202, where you will receive further support."

**APPROVED: 9/18/89**

**REVISED AND APPROVED: 10/27/08**

[Back to Top](#)

## **POLICY 460 - LOCAL STUDENT SCHOLARSHIPS**

Students in the Rosendale-Brandon School District shall be informed by the administration, or administration designee of any available academic scholarships.

Literature concerning available local scholarships and awards shall be made available to all seniors during a scholarship meeting at the beginning of March.

Criteria for school district awards and scholarships shall be developed consistent with school district goals and objectives.

### **Process -**

- Students receive application, instructions, and suggestions for completing application.
- Due date is approximately 4 weeks later.
- Scholarship committee made up of faculty volunteers meets to determine eligible students for each scholarship and nominate candidates.
- Faculty meets to vote on scholarships. In addition to nominations from the committee, nominations may be made from the floor.
- Majority vote determines winner of each scholarship.
- Scholarships are announced at the annual awards night.

The Rosendale-Brandon School District shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law.

**APPROVED: 5/17/93**

**REVISED AND APPROVED: 4/23/07**

**REVISED AND APPROVED: 11/21/11**

[Back to Top](#)

## **POLICY 461 - POLICY FOR SELECTING ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP RECIPIENTS**

It is the policy of the School District of Rosendale-Brandon that the following are standards for awarding the Academic Excellence Scholarships:

The individual ranked highest in the graduating class will be awarded the Academic Excellence Scholarship.

In the case of class rank ties the following procedure will be used:

1. If the eligible students' class ranks are identical and only one of the tied students chooses to attend a Wisconsin university, college, or technical school, then that student will receive the academic excellence scholarship.
2. If still tied, the student with the highest composite score from the American College Test (ACT) on file with the school district prior to the end of the seventh semester (end of first semester senior). Students may take the test as often as they like. In order to be considered, a student must take the ACT. If the student has taken the exam more than once, then the highest composite score received and on file with the District, prior to the end of the seventh semester, will be used for tie-breaking procedure.
3. If still tied, then the student with the most approved credits through the first seven semesters will receive the academic excellence scholarship.
4. If still tied, then a "single" coin flip will be conducted with all candidates present to determine the nominee.

**APPROVED: December 19, 1994**

**REVISED AND APPROVED: November 18, 2002**

[Back to Top](#)

## POLICY 462 - TECHNICAL EXCELLENCE SCHOLARSHIP (TES)

### 1. Eligibility criteria for candidates:

An eligible candidate for a TES scholarship is a high school senior meeting the following criteria.

A. In order to be eligible for nomination to a TES scholarship, a student must exhibit interest in and planning for a technical career.

- Prior to September 1, 2017 a student's school counselor or principal must affirm that the student has post-secondary plans related to a career in technical education. (This affirmation will be made in the nomination form for TES.)
- Beginning on September 1, 2017 a student must have an academic and career plan leading to a career in technical education. (This requirement refers to the academic and career plans required under s.115.28 (59), and is known as the "2013 Act 59" language, see 2013 Wisconsin Act 59.)

B. In addition, in order to be eligible for a TES scholarship, a student must also have completed at least one of the following eight eligibility items. Students awarded a TES scholarship must have:

- i. Be a CTE Concentrator, which is a high school student who has completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the student's chosen pathway.
  - A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.
  - The definition of "CTE course" is to be that definition approved by the board of the Wisconsin Technical College System (WTCS) under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 190-270 "Perkins IV", which is: a secondary-level course offered through the DPI-recognized program areas of Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Science Education, Health Science Education, Marketing Education, or Technology and Engineering Education; such courses must be taught by a CTE instructor licensed for that specific discipline, except that courses in Health Science Education may also be taught by a health education instructor and/or a science licensed instructor.
- ii. Participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development (DWD).
- iii. Participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction (DPI).
- iv. Participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction (DPI).
- v. Participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction (DPI).
- vi. Completed (or be on track to complete) an industry-recognized certification program approved under Wis. Stats. 115.367 (2). (This requirement is created under 2013 Wisconsin Act 59).
- vii. Participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA .
- viii. Completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:
  - Medical College of Wisconsin Summer Enrichment Programs
  - UW-Madison's Summer Science Institute at WIScience

- Marquette University's K-12 Engineering Academies
- MSOE summer programs for K-12 students

The program must be offered BY a Wisconsin colleges or university; programs held at these campuses but offered by others are not eligible. (Such programs are usually of shorter duration.)

The TES nomination form will ask districts to list the eligibility categories met by a student being nominated.

The TES nomination form will require schools to indicate the number of credit hours (if any) earned by a student in connection with programs that are not school coursework.

**APPROVED: 11/17/14**

[Back to Top](#)



## POLICY 511 - EQUAL OPPORTUNITY EMPLOYMENT AND NONDISCRIMINATION

The Rosendale-Brandon School District is an equal opportunity employer. The School Board's goal and expectation is that the District shall maintain policies, practices, and a workplace environment that (1) do not unlawfully discriminate against any employee or applicant for employment, and (2) facilitate a timely, appropriate, and proportionate response to any complaint, report, or concern regarding possible unlawful discrimination in employment. The District's commitment to nondiscrimination and to taking appropriate corrective action when needed encompasses all aspects of employment and personnel administration, including recruitment, hiring, training, assignments, compensation, evaluation, and discipline.

Accordingly, the District shall not unlawfully discriminate against any employee or applicant for employment on the basis of disability, race, color, ancestry, national origin, citizenship, sex (including sex-based stereotypes and an employee's transgender status), sexual orientation, marital status, pregnancy, age, religion, creed, political or religious affiliation, arrest or conviction record, military service, use or nonuse of a lawful product off school premises during nonworking hours, declining to attend a meeting or to participate in any communication about religious matters or political matters, the authorized use of family or medical leave or worker's compensation benefits, genetic information, or any other basis prohibited by applicable law.

The term "unlawful discrimination" as used in this policy encompasses any unlawful adverse employment action, any unlawful harassment, or other unlawful denial of employment-related rights, benefits, or privileges that is based on any legally-protected status or classification. Specific state and federal laws and regulations further define the practices and conduct that do (or do not) constitute unlawful discrimination with respect to each protected status or classification. The District also prohibits and shall appropriately address reports or complaints of any alleged, unlawful retaliation that arise in connection with state and federal employment rights. Additional District policies, including [Board Policy 113 and Board Policy 512](#), further address equal employment opportunities and the District's prohibition against employment-related discrimination and prohibited retaliation.

In the pursuit of providing an appropriate workplace environment that is free from unlawful discrimination (including harassment) the District reserves all discretion and authority to receive reports of, investigate, intervene in, and implement an appropriate response for:

- The conduct of District officials, District employees, and certain non-employees (contractors, volunteers, vendors, visitors, etc.) that may constitute or that could reasonably contribute to a finding of unlawful discrimination affecting a District employee or applicant for employment.
- Conduct by a District official or employee that occurs while off-duty or away from a District workplace that has a legally-sufficient connection to District employment or to a District workplace (e.g., while off-duty, a supervisor sexually harasses a District employee).
- Workplace-related conduct by District officials or employees that the District determines (1) has no legitimate business purpose and improperly interferes with the efficient operation of the District; (2) improperly interferes with the work, education, or well-being of others; or (3) violates any Board policy or any other legitimate District work rule, directive, or expectation, even when such conduct may not be connected to a legally-protected status or prohibited by law.

**Accommodations Based on Disability or Religious Beliefs/Practices.** To the extent required by law, the District will make reasonable accommodations in its employment practices for qualified individuals with a disability. Such accommodations may be used to enable a qualified applicant or employee with a disability to perform the essential functions of a position or to enjoy the same benefits and privileges as those enjoyed by applicants or employees without disabilities. The District shall also reasonably accommodate the religious beliefs and practices of an employee to the extent required by law. Applicants or employees may submit requests for such accommodations or otherwise identify a potential need for such accommodations by contacting the district's Director of Pupil Services and Title IX coordinator.

**Policy Provisions Incorporated by Reference.** The following provisions of *Board Policy 113*, which addresses the District's commitment to nondiscrimination across all aspects of the District's programs, activities, and operations, are

applicable to this employment-focused policy and are incorporated by reference: Notice that the prohibitions against sex discrimination established by Title IX of the federal Education Amendments of 1972 ("Title IX") and by the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations") apply to the District and extend to District employment.

- The designation of nondiscrimination coordinators, including the District's Title IX Coordinator(s). Board Policy 113 also provides the direct contact information for such coordinators.
- Procedures under which any person may submit a report, concern, or allegation of prohibited discrimination or prohibited retaliation.
- Procedures and conditions under which an individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX "complainant") may file a "formal complaint" of "sexual harassment," as those terms are defined in 34 C.F.R. §106.30.
- The prohibition that no official, employee, or agent of the District or any other person may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under this policy or any other District nondiscrimination policy.
- The limitations on the extent to which the District can provide or assure confidentiality, but also the commitment to observe any specific confidentiality requirements established by state or federal law.
- The prohibition against bad faith conduct and abuse of process in connection with any report or complaint of possible discrimination or retaliation.
- The responsibility of the administration to issue/post all required notices related to this policy and to the state and federal laws that prohibit employment discrimination.
- The responsibility of the administration to maintain adequate records relating to reports and complaints of discrimination or retaliation.

**Deadline for Submitting a Report or Complaint.** There is no absolute deadline for a person to submit a report or complaint under this policy. The District always has an interest in being made aware of potential concerns with prohibited discrimination, harassment, or retaliation. However, employees are expected to make such reports promptly, and any other person who has a complaint or concern involving such a matter is strongly encouraged to notify the District or pursue a complaint as soon as reasonably possible after the occurrence of the relevant events. A material gap in pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of remedies and resolutions that are reasonably available. Further, it is important for employees to know that, under some circumstances, certain legal remedies for alleged discrimination may be unavailable if the employee fails to take timely action on his/her complaint or claim or unreasonably fails to take advantage of preventive or corrective opportunities (such as a complaint procedure) provided by the employer. If the District dismisses a report or complaint under this policy due to lack of timeliness, an actual party in interest may seek reconsideration of the decision to the extent provided under Board Policy 113.

**Complaint Procedures.** Except as provided in Board Policy 113 in connection with formal complaints of Title IX sexual harassment or as otherwise required by any law, a report or complaint identifying circumstances or allegations that could constitute employment-related discrimination or retaliation under this policy will be processed according to the discrimination complaint procedures that the District has established under this policy.

**Consequences for Violations.** Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of a District nondiscrimination policy, including this policy, is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

In addition, any employee or authorized agent of the District who, considering the duties, responsibilities, and expectations established for their position/role, fails to reasonably respond to complaints or reports of alleged discrimination or retaliation,

or who otherwise fails to reasonably act on their knowledge of a possible violation of a nondiscrimination law or a District nondiscrimination policy, is also subject to possible disciplinary action.

## **Legal References:**

### **Wisconsin Statutes**

[Subch. II of Chapter 111](#) [the state fair employment and nondiscrimination statutes, including specific prohibited bases of discrimination (sections [111.31](#) to [111.395](#))]

[Section 118.195](#) [discrimination against handicapped teachers]

[Section 118.20](#) [teacher/administrator discrimination prohibited]

### **Federal Laws and Regulations**

[20 U.S.C. §1681 et seq.](#) [Title IX of the Education Amendments of 1972, as amended, prohibiting sex discrimination in federally-supported educational programs; implementing regulations at [34 C.F.R. Part 106](#)]

[42 U.S.C. §2000e et seq.](#) [Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination based race, color, national origin, sex, pregnancy, and religion; implementing regulations at [29 C.F.R. Ch. XIV](#)]

[42 U.S.C. §2000d et seq.](#) [Title VI of the Civil Rights Act of 1964, as amended, prohibiting discrimination on the basis of race, color, or national origin in any program or activity that receives federal funds; implementing regulations at [28 C.F.R. Part 42, Subpart C](#)]

[42 U.S.C. §12111 et seq.](#) [The Americans with Disabilities Act, Title I, as amended, prohibiting employment discrimination based on a qualifying disability; implementing regulations at 29 C.F.R. [Part 1602](#) and [Part 1630](#)]

[42 U.S.C. §12131 et seq.](#) [The Americans with Disabilities Act, Title II, as amended, nondiscrimination based on disability by state and local governments; implementing regulations at [28 C.F.R. Part 35](#)]

[42 U.S.C. §2000ff et seq.](#) [Genetic Information Nondiscrimination Act, as amended; implementing regulations at [29 C.F.R. Part 1635](#)]

[29 U.S.C. §794 et seq.](#) [Section 504 of the Rehabilitation Act of 1973, as amended, prohibiting discrimination based on a qualifying disability by recipients of federal funds; implementing regulations at [34 C.F.R. Part 104](#), [28 C.F.R. Part 42, Subpart G](#), and [29 C.F.R. Part 1640](#)]

[29 U.S.C. §621 et seq.](#) [Age Discrimination in Employment Act, as amended; implementing regulations at [29 C.F.R. Parts 1625 to 1627](#)]

[38 U.S.C. 4301 et seq.](#) [Uniformed Services Employment and Reemployment Rights Act, as amended; implementing regulations at [20 C.F.R. Part 1002](#)]

[8 U.S.C. §1324b\(a\)](#) [prohibiting employment discrimination based on national origin and citizenship status; implementing regulations at [28 C.F.R. Part 44](#)]

[11 U.S.C. §525](#) [employment discrimination based on certain bankruptcy-related statuses and proceedings]

**APPROVED: April 23, 1979**

**REVISED AND APPROVED: December 15, 2003**

**REVISED AND APPROVED: October 27, 2014**

**REVISED AND APPROVED: January 18, 2021**

[Back to Top](#)

# RULE 511 - EMPLOYMENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES

## I. Purpose

These procedures will be used to process a report or complaint that any employee, former employee, or applicant for employment has been subjected to discrimination or retaliation in violation of any employment-related nondiscrimination law or any board policy that prohibits discrimination based on a legally-protected status in connection with the District's employment practices (including policy provisions prohibiting retaliation).

These procedures serve as the District's grievance procedures for resolving reports and complaints of sex discrimination related to employment matters under Title IX, other than formal complaints of Title IX sexual harassment. In addition, these complaint procedures may also be used in any situation where another Board policy or District procedure directs or allows the use of these complaint resolution procedures.

## II. General Provisions and Pre-Investigation Considerations/Procedures

### A. Nondiscrimination Coordinators

The District's designated nondiscrimination coordinators have primary responsibility for coordinating the processing of reports and complaints under these procedures. In fulfilling such responsibilities, a coordinator may consult as needed with other administrators/supervisors. With notice to the District Administrator and/or School Board President, a nondiscrimination coordinator may also engage District legal counsel for the purpose of consultation regarding a report or complaint. Board Policy 113 identifies and provides contact information for the District's nondiscrimination coordinator. The contact information for the coordinators is also available on the District's website.

### B. Procedures for Filing a Complaint or Report

Refer to Board Policy 113 and Board Policy 511 for procedures and additional information regarding the submission of reports and complaints of prohibited discrimination and retaliation.

### C. Referral to Nondiscrimination Coordinators

If, for any reason, a report or complaint alleging prohibited discrimination or retaliation is initially brought to the attention of a District official or employee other than a designated nondiscrimination coordinator, such other person shall refer the report or complaint to an appropriate coordinator.

All reports and complaints of sex discrimination, including sexual harassment, shall be referred to a nondiscrimination coordinator who serves as a District Title IX Coordinator.

### D. Coordination with Title IX Sexual Harassment Regulations and Procedures

To the extent a report or complaint concerns conduct that could constitute "sexual harassment" as defined in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), additional requirements and obligations apply to the District and its designated Title IX Coordinator(s), including but not limited to the obligations to contact the alleged victim of the sexual harassment, to consider and implement supportive measures, and to avoid implementing disciplinary sanctions against the alleged perpetrator of the sexual harassment until after an appropriate determination of responsibility.

Further, as required by the federal Title IX regulations, the District has adopted a separate grievance process for the resolution of "formal complaints" of "sexual harassment," as those terms are defined in the federal regulations (see [34 C.F.R. §106.30](#)). Accordingly, formal complaints of Title IX sexual harassment will be processed pursuant to the separate grievance process.

The District is not required to use these complaint procedures to further address any report, complaint, allegation, or basis for a finding of potential misconduct or liability that reaches a determination, or that is otherwise resolved, through the separate Title IX grievance process.

### E. Interim Measures

In conjunction with the District's receipt of notice of any report or complaint of alleged discrimination, harassment, or retaliation, or any other matter that is directed to these procedures for a resolution, a District nondiscrimination coordinator or an administrator acting on behalf of a coordinator shall consider the potential need for and may implement interim measures that are taken before the resolution of the report or complaint (e.g., safety planning, a

"no contact" directive, or other steps needed to protect the complainant or other persons). A complainant may also affirmatively request the consideration of such interim measures. To the extent a report or complaint concerns conduct that could constitute Title IX sexual harassment, the District's consideration and implementation of any such interim measures shall be consistent with the requirements of the federal Title IX regulations.

F. Substitution of Parties

If a report or complaint is initially submitted to the District by someone who is not claiming to have been personally harmed or victimized by the alleged conduct or challenged policy (such as a witness or a person who received a third-party account of an incident or allegation), the District reserves discretion, for purposes of these procedures, to substitute the actual party in interest in place of the person who initially submitted the complaint or report. The District will inform the person who initially submitted the complaint or report of any such decision to substitute the actual party in interest as the complainant.

G. Authority to Dismiss Complaints or Specific Allegations

The District retains discretion to dismiss a complaint, or specific allegations, without completing the steps of these complaint procedures for any of the following reasons:

1. The allegations, in whole or in part, raise issues over which the District does not have authority or jurisdiction or that are not amenable to a resolution through these procedures;
2. Mootness (e.g., a challenged policy or practice has been changed);
3. The District determines that specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination regarding the allegations;
4. Due to a lack of timeliness (e.g., an unreasonable or prejudicial delay in reporting);
5. Abuse of process; or
6. The complainant requests to withdraw the complaint and the District consents.

A decision to dismiss a complaint or any allegations for the purpose of these complaint procedures does not prevent the District from otherwise addressing a matter through other processes.

An actual party in interest may, within [10] calendar days of being notified of a dismissal decision, submit a written request to the District Administrator asking for the District Administrator to review/reconsider such decision.

H. Modification of Procedures to Address Conflicts

In all cases, these procedures shall be implemented in a manner that avoids conflicts of interest, including but not limited to situations where one of the individuals acting on behalf of the District in the resolution process is alleged to have engaged in the conduct that is the basis for the allegations. The primary means of avoiding conflicts is to substitute different individuals in place of any individual who has a conflict of interest. Provided that the District Administrator is not personally affected by a conflict of interest, all concerns with conflicts of interest or potential conflicts of interest shall be brought to the attention of the District Administrator, and the District Administrator is authorized to direct or approve such substitutions if he/she determines that it is necessary or appropriate to do so.

If a report or complaint alleges that the District Administrator has engaged in the improper conduct that is the basis for the allegations, or if the District Administrator or School Board determines that the administrator is affected by some other material conflict of interest, a designated nondiscrimination coordinator or the District Administrator shall forward the complaint or report to the Board President. The Board President shall engage District legal counsel for the purpose of formulating a recommendation on any modifications to these procedures that may be appropriate to address the District Administrator's conflict of interest. Such recommendation may include the appointment of an outside investigator, and the Board President is authorized to appoint/engage such an outside investigator. When the District Administrator is affected by a conflict of interest, the Board President is also authorized to assign an individual to serve as the complaint manager for any formal investigation (see below) and to perform any other responsibility that these procedures assign to the District Administrator, including, upon advice of counsel and with notice to the Board, making decisions regarding the dismissal of a complaint. In addition, in any case where the District Administrator is alleged to have engaged in the conduct that is the basis for the allegations, the Board shall automatically serve as the body that, following an investigation, makes a determination regarding any allegations of

misconduct on the part of the District Administrator. Any appeal of the Board's decision shall be treated as a request for reconsideration and final decision by the Board.

Beyond the modifications identified in this section, any additional modifications of these procedures that are deemed necessary or advisable in order to address conflicts of interest shall be approved by the Board.

### **III. Informal Resolution (other than for complaints of Title IX sexual harassment)**

#### **A. Conditions on the Use of Informal Resolution**

The District permits, but does not require, attempts to informally resolve reports, complaints, or other concerns regarding (1) possible employment-related discrimination, harassment, or retaliation, or (2) other claims or allegations that are addressed under these procedures. However, both of the following conditions apply:

1. If any such report, complaint, or concern relates to conduct that could constitute "sexual harassment" as defined by the federal Title IX regulations, informal resolution may be attempted only if a formal complaint of Title IX sexual harassment is pending and the attempt at informal resolution is conducted pursuant to the Title IX regulations and the District's separate grievance process for such formal complaints.
2. No person is required to participate in an informal resolution process (i.e., if such a process is offered, then participation is voluntary). A person who initially agrees to participate in an informal resolution process may withdraw from the process prior to its conclusion without penalty.

#### **B. Description of the Process**

1. An attempt to reach an acceptable informal resolution may be initiated at any point after the District has been notified of a report or complaint that would otherwise be resolved using the formal investigative and decision-making steps defined below, including after a formal investigation has been initiated.
2. Although various administrators/supervisors may be involved in attempting an informal resolution, an appropriate nondiscrimination coordinator should still be notified of the complaint or report and involved in the decision to offer/pursue an informal resolution.
3. An informal resolution process is intended to be flexible, but generally includes any process that departs from the formal investigative and decision-making steps defined below. For example, an informal resolution may involve calling resolution meetings, gathering relevant information (e.g., regarding requested remedies), seeking agreement on facts that are not in dispute, holding mediated resolution sessions, and/or offering one or more options for changes to the relevant circumstances.
4. Attempts at informal resolution may resolve some, all, or none of the issues/allegations submitted for resolution. Any unresolved issues and allegations may proceed to be further processed under these procedures.
5. The person(s) facilitating the informal resolution process on behalf of the District shall document the allegations/issues that were submitted for attempted resolution and the outcome of the process. If such documentation is prepared by another person, the record shall be provided to the appropriate nondiscrimination coordinator.

### **IV. Formal Investigation and Determination Procedures (other than for formal complaints of Title IX sexual harassment)**

The formal complaint procedures listed below shall be initiated based on a written statement of the complaint or other report of the relevant claims/allegations. The written statement may be a statement that was submitted by a complainant, or a statement that is prepared by a District-designated nondiscrimination coordinator or a designee. If necessary, the written statement may be amended during the process, or the District may otherwise inform the parties of any clarifications of or changes to the claims or allegations under investigation.

The District will normally attempt to make an initial determination of a complaint under these procedures within 90 days of the date that a District-designated nondiscrimination coordinator, or an administrative-level designee of the coordinator, is first notified of the claims/allegations. However, the District may determine that there is a legitimate need to extend the normal timeline and shall notify the relevant parties of any such extension.

- Step 1:** The District will designate a complaint manager, who will normally be one of the District's designated nondiscrimination coordinators. The complaint manager will be the primary point of contact regarding the complaint for the relevant parties, ensure that appropriate communications from the District are provided to the parties, and ensure appropriate record-keeping in connection with the complaint process.
- Step 2:** In consultation with the complaint manager, the District Administrator or the Director of Human Resource or their administrative-level designee shall assign one or more individuals to conduct an investigation of the claims/allegations, decide the merits of the matter at this Step, and determine what responsive, remedial, or disciplinary actions will be taken or recommended (if any). The complaint manager shall ensure that the District provides the appropriate parties with written notice of the initial administrative determination of the complaint.
- Step 3:** If any complainant or alleged responsible party under the complaint is dissatisfied with the determination reached at Step 2, the individual may, within 14 calendar days of the date that the District issues notice of the initial determination, file a written request for reconsideration with the office of the District Administrator. (The request may be submitted via electronic mail to the District Administrator's District-issued email address.) The request for reconsideration shall state the specific reason(s) why the party believes the administrative determination should be modified. Prior to reaching a decision that would modify the previous determination, the District will give the other parties to the matter at least 5 calendar days to submit a statement regarding the asserted grounds for modification. The District Administrator will normally issue a written decision on reconsideration to the parties within 30 calendar days unless further investigation is initiated and/or the District Administrator determines that an extension of time is otherwise needed. The District shall notify the parties of any extension of the 30-day timeline.

#### **V. Maintenance of Complaint Records**

The District shall maintain records for each report or complaint that is processed under these procedures. Such records shall identify at least the following:

1. The date the report or complaint was first received by the District.
2. The identity of the person submitting the report or complaint and the identities of the actual parties in interest to the complaint, if known.
3. The claims or allegations made in the report or complaint and any other allegations that are investigated in connection with the report or complaint.
4. Documentation of any interim measures implemented by the District.
5. Documentation of the outcome of any informal resolution process that was attempted.
6. A record of the determination of the complaint, including any dismissals, any initial determination(s) on the merits, and any determination(s) made in connection with an appeal, including the identity of the relevant decision-makers.
7. Any remedies or sanctions that are granted following a determination that substantiates any claims or allegation(s).

**ADOPTED: January 18, 2021**

[Back to Top](#)

## POLICY 511.1 - EQUAL EMPLOYMENT OPPORTUNITY-HANDICAPPED

WHEREAS: The board recognizes it is unfair to discriminate against qualified handicapped persons in all aspects of school district employment solely on the basis of handicap.

WHEREAS: The board recognizes it is essential to provide employment opportunities which will prepare qualified handicapped persons for full and active participation in a changing, democratic society. To the extent reasonably possible, qualified handicapped persons should be in the mainstream of life in a school community.

WHEREAS: The board recognizes it is essential to provide employment experiences which will assist qualified handicapped persons in the actualization of their full measure of human potential.

WHEREAS: The board recognizes it is essential to provide facilities, programs and activities of the school district that are accessible, usable and open to qualified handicapped persons.

WHEREAS: The board recognizes it is essential for all qualified handicapped persons to be provided the same health, welfare, or other social services as the school district provides other persons.

WHEREAS: The board recognizes the need to alleviate the limiting effects of racial, ethnic, cultural and sex roll stereotypes which exist in our society and to facilitate the optional growth of all employees in accordance with their individual abilities

### THEREFORE BE IT RESOLVED:

1. The Rosendale-Brandon School District hereby declares that no qualified handicapped person shall, on the basis of handicap, be subjected to discrimination. The school district shall not limit, segregate, or classify any applicants for employment or any employee in any way that adversely affects their opportunities or status because of handicap. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.
2. The Rosendale-Brandon School District shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless it is clear that an accommodation would impose an undue hardship on the operation of a school district program.
3. The Rosendale-Brandon School District shall not make use of any employment test or criteria that screens out qualified handicapped persons. While the school district any not make pre-employment inquiry as to whether an applicant has a handicap or as to the nature and severity of any such handicap, it may inquire into an applicant's ability to perform job related functions.
4. The Rosendale-Brandon School District declares that no qualified handicapped person shall be denied the benefits of, be excluded from participation in, or otherwise be subject to discrimination in any school district program on the basis that school district facilities are inaccessible to or unusable by handicapped persons. As to existing facilities, the school district shall conduct its programs or activities so that, when viewed in their entirety, are readily accessible to handicapped persons.
5. The Rosendale-Brandon School District declares that any programs of health, welfare and social services for employees offered by the school district shall be provided to qualified handicapped persons on a non-discriminatory basis.



6. The Rosendale-Brandon School District shall take all necessary action to comply with the letter and spirit of all state and federal laws prohibiting discrimination in employment practices.

Inquiries or complaints regarding this policy may be directed to:

WAYNE WEBER, DISTRICT ADMINISTRATOR  
300 W WISCONSIN ST  
ROSENDALE, WI 54974  
WEBEWAY@RBSD.K12.WI.US

LEGAL REFS.: Wis. Section 504, Vocational Rehabilitation Act of 1973  
Equal Pay Act of 1963  
Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964  
Executive Order of 11246  
Age Discrimination in Employment Act of 1967  
Title IX, Education Amendments of 1972  
Vietnam Era Veterans Readjustment Assistance Act of 1974  
National Labor Relations Act

ADOPTED: January 21, 1980

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

## POLICY 512 - HARASSMENT BASED ON LEGALLY-PROTECTED STATUS

This policy addresses unlawful, employment-related harassment that is based on a person's legally-protected status or classification. Such harassment is also prohibited by the District's equal employment and nondiscrimination policy, but benefits from further definition and attention. "It is important, for example, for District employees at all levels to be able to identify different types of unlawful harassment, to understand their right to be free from all forms of unlawful harassment, and to clearly understand that the District imposes an expectation and responsibility on every employee — not just supervisors and administrators —to avoid engaging in conduct that constitutes or that could directly contribute to a finding of unlawful harassment in the workplace. The District prohibits all such conduct not only because of the District's legal obligations, but also because such conduct is detrimental to the educational and working environment and to the well-being of District employees."

**Defining and Identifying Harassment in the Workplace.** Although different state and federal laws establish different standards to define conduct that does (or does not) constitute unlawful harassment in the employment context, harassment generally includes conduct that:

1. Is based, in whole or in part, on the person's race, color, ancestry, national origin, citizenship, sex, sexual orientation, marital status, pregnancy, age, disability, religion, creed, or other legally-protected status; and
2. Is sufficiently severe or pervasive such that it: (a) creates an intimidating, hostile, or offensive work environment; (b) improperly interferes with a person's ability to perform their job; or (c) otherwise adversely affects a person's employment opportunities.

In addition:

- Prohibited harassment can occur as a result of a single, severe incident or as a result of a pattern of behavior.
- The harasser may be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.
- Harassment can occur at an employee's workplace, or, provided that there is a legally-sufficient connection to the workplace, when an employee is off duty or away from work.
- An employee who is affected by harassing conduct can be a victim of harassment (e.g., a hostile work environment) even when he/she is not the direct target of the harassment.
- "Sexual harassment," in the employment context, includes unwelcome physical or verbal conduct or unwanted communication that is of a sexual nature or otherwise on the basis of sex, whether directed at a person of the same or opposite gender as the harasser, when any of the following apply:
  - submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or advancement, including conditioning any aid, benefit or service on a person's participation in or submission to such conduct; or
  - submission to or rejection of such conduct is used as the basis for employment decisions; or
  - such conduct has the purpose or effect of substantially interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.
- Sexual harassment also includes all conduct on the basis of sex that constitutes "sexual harassment" as defined and prohibited under the federal Title IX regulations (see [34 C.F.R. §106.30](#)), including but not limited to conduct in any program or activity of the District that constitutes sexual assault, stalking, dating violence, or domestic violence as those terms are further defined under the Title IX regulations.
- Harassment is defined primarily by the characteristics and effects of the behavior, and such considerations can outweigh any asserted lack of intent to harass.
- When determining whether alleged harassment is sufficiently severe or pervasive to (1) substantially interfere with an employee's work performance, or (2) create an intimidating, hostile, or offensive work environment, the conduct in question is evaluated from the objective standpoint of a "reasonable person."

**Examples.** Some examples of inappropriate, prohibited conduct that could constitute harassment or directly contribute to the creation of a hostile or offensive work environment under this policy include the following:

- Deliberate, repeated, or otherwise severe verbal or written comments that insult, degrade, or stereotype an employee or group of employees because of any legally-protected status or classification. This might include the use of slurs, epithets, name calling, ridicule, mockery, insults, put-downs, or offensive jokes.
- Threats, intimidation, or physical assaults that have a connection to a person's legally-protected status.
- Posting, displaying, or circulating any written or graphic materials, sound or video recordings, or any electronic or other materials or objects that attack, mock, belittle, or show hostility toward an employee or group of employees based on a legally-protected status.

Examples of inappropriate, prohibited conduct in the workplace that may constitute or contribute to a finding of unlawful sexual harassment include, but are not limited to, the following: (1) lewd or sexually suggestive comments; (2) the use of sexual innuendo; (3) unwelcome touching; (4) unwelcome romantic advances or propositions; (5) offensive language or jokes of a sexual nature; (6) the display or distribution of sexually-explicit content that lacks a sufficiently legitimate purpose; or (7) any other verbal, written, graphic, or physical conduct or communication that attacks, mocks, belittles, or shows hostility toward an employee due to his/her sex, gender, or lack of conformity to gender stereotypes.

**Applicability of Nondiscrimination Policies; Reports of Complaints of Harassment.** Unlawful harassment that is based on a legally-protected status is a form of discrimination. As a result, [Board Policy 113 (Nondiscrimination in District Programs, Activities and Operations) and Board Policy 511 (Equal Opportunity Employment and Nondiscrimination)] apply in full to this policy. Accordingly, any report or complaint of possible harassment or conduct that may constitute or contribute to a finding of prohibited harassment, as well as any formal complaint of Title IX sexual harassment, may be submitted to the District as further provided under those other nondiscrimination policies. In addition, any questions or concerns about workplace-related harassment may be brought to the attention of one of the nondiscrimination coordinators identified in [Board Policy 113 or Board Policy 511].

## Legal References:

### Wisconsin Statutes

Subch. II of Chapter 111 [the state fair employment and nondiscrimination statutes, including specific prohibited bases of discrimination]

Section 111.32(13) [state law definition of sexual harassment in employment]

Section 118.195 [discrimination against handicapped teachers]

Section 118.20 [teacher/administrator discrimination prohibited]

### Federal Laws and Regulations

See the federal references for Policy 511–Equal Opportunity Employment and Nondiscrimination

APPROVED: April 23, 2007

REVISED AND APPROVED: October 27, 2014

REVISED AND APPROVED: January 18, 2021

[Back to Top](#)

# **POLICY 515 - COMPLIANCE WITH TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972**

## **General Statement of Policy**

It is the intent of the Board of Education of the Rosendale-Brandon School District to follow the laws and regulations and guidelines established by state and federal agencies as such laws, regulations, and guidelines concern discrimination based on sex and other forms of harassment.

The Board of Education:

1. Shall evaluate its policies and practices as to their compliance with the above amendments; shall, if needed, modify its policies and practices in order to comply, and take appropriate remedial steps to eliminate the effects of discrimination which might have resulted from these policies and practices.
2. Will not discriminate on the basis of sex in the educational programs or activities which it operates.
3. Will not discriminate in its employment practices and is an equal opportunity employer.
4. Directs all inquiries concerning the school district's application on Title IX of Educational Amendments of 1972 to the district's Title IX coordinator.

## **Procedures**

In order to provide for prompt and equitable resolution of any student or employee complaints arising from the application of Title IX, the following procedure has been established:

- a. Any complaint alleging noncompliance with Title IX shall be submitted in writing to the school principal at the appropriate level in the school district.
- b. If the complaint is not successfully resolved to the satisfaction of the complainant, it may be appealed to the superintendent of schools and the Board of Education.
- c. Any complaint involving educational policy issues shall be brought to the attention of the superintendent of schools, who, in turn, will bring it to the attention of the Board of Education.
- d. The names, addresses, and phone numbers of all board members, the superintendent and all principals are available in the offices of the various school buildings, or may be obtained by contacting the Administration Office.

**APPROVED 6/16/97**

**REVISED and APPROVED: 11/21/16**

**REVISED and APPROVED: 6/30/21**

[Back to Top](#)

## **POLICY 522 - EMPLOYEE ALCOHOL AND OTHER DRUG ABUSE**

The Rosendale-Brandon School District has a strong commitment to provide a safe workplace for employees and to establish programs promoting high standards of employee health and safety. While the district has no intention of intruding into the personal lives of employees, the district does recognize that serious involvement with drugs or alcohol eventually takes a toll on job performance.

Employees are expected to be in suitable mental and physical condition to be at work and to perform their jobs satisfactorily. Where the use of alcohol and other drugs interferes with such expectations, employees will be offered appropriate assistance. Seeking voluntary assistance for these problems will not jeopardize an employee's job, whereas continued problems with work performance, attendance, behavior or other unacceptable conduct will result in disciplinary action.

Specific work guidelines relating to the use of alcohol and other drugs by employees shall be developed and implemented in the Rosendale-Brandon School District. These work guidelines shall be developed with the following goals in mind:

1. To establish and maintain a drug-free, safe working environment for all employees.
2. To ensure that the employees' reputation as responsible citizens, worthy of the responsibility entrusted to them, is maintained.
3. To reduce the possibility of accidental injury to person or property.
4. To reduce absenteeism, tardiness and indifferent job performance.

This policy and the established work guidelines shall be published and distributed to all employees of the district. Employees shall be expected to abide by the policy and the guidelines.

**LEGAL REF:** 125.09 Wis. Stats; Drug Free Workplace Act of 1990  
34 CFR Part 86.

**APPROVED:** 10/21/91

[Back to Top](#)

## **RULE 522 (1) - WORK GUIDELINES RELATING TO ALCOHOL AND OTHER DRUG USE BY EMPLOYEES**

### **A. Definitions**

1. Alcohol or alcoholic beverage means any beverage that may be legally sold as alcohol. This includes, but is not limited to, fermented malt beverages, liquor and wine.
2. Drug means any substance including alcohol, which is capable of altering the mood, perception, pain level or judgment of the individual consuming it, and which is recognized as a drug in the official United States pharmacopeia and the national formulary of official homeopathic pharmacopoeia of the United States or any supplement to either of them.
3. Prescription drug means any substance prescribed for the individual consuming it by a licensed medical practitioner for a specific prescribed condition, to be taken as per the doctor's orders.
4. Illegal drug means any drug or controlled substance, the sale, possession or consumption of which is illegal.
5. On Duty: When performing duties in an official capacity for the school district.

### **B. Alcoholic Beverages**

1. Employees shall not introduce, possess or consume alcoholic beverages in or upon the premises of buildings or property of the Rosendale-Brandon School District. Violation of this rule will be cause for disciplinary action.
2. Any employee who drinks alcoholic beverages on duty or who is suspected to be under the influence of alcohol while on duty will be referred to law enforcement by his/her supervisor and may be subject to disciplinary action.
3. If an employee is on-call or is called in outside of regularly scheduled hours on an emergency basis (to repair damage to buildings, to respond to police calls or other emergency assignments) and employees are not able to respond because of alcohol consumption, outside services will be contacted without any disciplinary action taken by the Board of Education.
4. Excessive absenteeism, tardiness, unacceptable work performance and negligent conduct resulting in personal injury or property damage are cause for disciplinary action even though related, in whole or in part, to off-duty abuse of alcohol.
5. The sale, trade, exchange or delivery of an alcoholic beverage, under circumstances not authorized by law, by an employee to a person who has not attained the legal drinking age, is conduct wholly inconsistent with the educational goals of the Rosendale-Brandon School District and is cause for disciplinary action. This applies whether the employee is on or off duty.

### **C. Prescription Drugs**

1. No prescription drugs shall be brought upon school premises by any person other than the person for whom the drug is prescribed, and shall be used in the manner, combination and quantity prescribed.
2. When the use of drugs for medical purposes may affect behavior and performance, employees are encouraged to advise their supervisor that they are taking such drugs.
3. If an employee's improper performance of assigned duties presents a substantial risk of causing property damage or personal injury to the employee or other persons, the employee must report the taking of

prescription drugs to the employee's supervisor or administrator. These duties may include, but are not limited to: operation of machinery and power hand tools, driving a motor vehicle, and work with stoves and heating systems.

4. The school district may require a medical evaluation and opinion as to the effect of a prescription drug upon the ability of an employee to safely perform required duties. In the best interests of the employee, co-workers, students and the district, an employee may be prohibited from working or may be required to work under restrictions while taking prescription drugs, as medical information may indicate.
5. Excessive absenteeism, tardiness, unacceptable work performance and negligent conduct resulting in personal injury or property damage are cause for disciplinary action even though related, in whole or in part, to off-duty abuse of prescription drugs.

D. Illegal Drugs

1. Possession, being under the influence, ingestion, sale, manufacture and delivery of illegal drugs or controlled substances on school district property, in school-owned vehicles or vehicles used to transport students to and from school or school activities, or off school property during any school-sponsored or school-approved activity where students are under the jurisdiction of the school district is conduct wholly inconsistent with the educational goals of the Rosendale-Brandon School District and will not be tolerated by employees of the district. Such conduct will be grounds for involving law enforcement and disciplinary action by the school district.
2. Any employee engaged in work in connection with a federal grant who is convicted of a criminal drug statute violation occurring in the workplace (as defined in D-1 above) must notify (e.g., district administrator, building principal) within five days of such conviction. The (e.g. district administrator, building principal) shall then notify the appropriate federal agency within 10 days of receiving such notice. This rule only applies to those employees engaged in work in connection with a grant paid directly to the district by the federal government. It does not apply to those employees engaged in work in connection with a federal grant paid to the district through any state agency.
3. The sale, trade, exchange or delivery of illegal drugs or controlled substances by an employee to another person under any circumstances is cause for involving law enforcement and disciplinary action by the school district.

**LEGAL REF:** Drug-Free Workplace Act of 1990, 34 CFR Part 86;  
125.09, 161.41, and 161.43 Wis. Statutes

**APPROVED:** 10/21/91

[Back to Top](#)

## **POLICY 522.5 - STAFF INVOLVEMENT IN POLITICAL ACTIVITIES**

The Rosendale-Brandon School District Board of Education recognizes that staff members have civic responsibilities and/or rights, including the right to vote, to be an active member of a political party of their choice, to campaign for candidates for election to public office, and to seek, campaign for, and serve in public office.

In fulfilling their responsibilities as members of the staff, they shall refrain from exploiting their privilege of position. They shall not exploit students in any way for political purposes for themselves or for any part, candidate, or special interest group.

Political activities of staff members must be conducted outside of school hours and off school premises. They shall not use district facilities, equipment, or supplies in connection with their political activities.

Staff members must observe the following when exercising their civic rights and responsibilities:

1. There shall be no solicitation of support from staff or students during hours of employment with the district.
2. There shall be no use of school supplies, facilities, or material for the promotion of political purposes other than that allowed through board policy.
3. There shall be no reconstruction of the curriculum so as to promote or exploit the staff person's political activities.
4. There shall be no interference with the performance of schoolwork assignments.
5. There shall be no legal conflict of interest on the part of the employee or employees involved.
6. There is no detriment or negative modification to the student/teacher professional relationship.

**APPROVED: 12/20/04**

[Back to Top](#)



## **POLICY 522.7 - EMPLOYEE NETWORK ACCEPTABLE USE POLICY**

In accordance with the Children's Internet Protection Act, December 2000, the Rosendale-Brandon School District has revised the Acceptable Use Policy to comply with all federal requirements. Every Rosendale Brandon School District employee will be required to sign this acceptable use policy. Employees are encouraged to learn and use available technology resources in a creative and productive way. However, there are some limitations on how these resources may be used.

### **RATIONALE/PHILOSOPHY**

In the information age, the acquisition of information-gathering skills demands the ability to access information electronically. The Rosendale Brandon School District is pleased to offer staff and students access to technology and information as a means to promote lifelong learning as well as educational and organizational excellence.

### **INTERNET USES**

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication among students, employees of Rosendale-Brandon School District, parents, and community members. The District staff and parents/guardians are responsible for modeling, conveying and discussing responsible behaviors associated with Internet access with their students and children. The District staff is also responsible for monitoring student use of the Internet in their classrooms. Ultimately, the student is accountable for all activities conducted while online. Parents must grant permission for their child to independently use the Internet with teacher supervision.

All Internet or computer equipment use shall be consistent with the purposes, goals, and policies of the School District. It is imperative that users of the Internet or computer equipment conduct themselves in a responsible, ethical, moral, and polite manner. All participants must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy. You should assume no personal privacy when using District computer equipment.

### **DISTRICT EMAIL**

District email should be used for transacting district business. This includes communications among staff members, and between staff members and parents, students, consultants and other outside resources. Student IEP documents should not be communicated via email. In addition, email discussions regarding students should always be factual and not judgment-based.

### **EMAIL PRIVACY**

How the district uses email is influenced by public records law (MPRL), Freedom of Information Act (FOIA) requirements, the Family Educational Rights and Privacy Act (FERPA) and common sense. All District email is archived for seven years. Personal messages sent using the District system may be subject to publication requests and discovery. You should assume no personal privacy when using email. All communications using email are owned by the District.

### **IMPERMISSIBLE INTERNET & COMPUTER EQUIPMENT USES**

The following uses of the Internet & computer equipment are prohibited:

- Any violation of applicable school or district policy or public law by such use;
- Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
- Any attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations) is forbidden;
- Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, illegal or otherwise inappropriate images or information, or receiving such information from others;
- Any commercial use, product advertisement, display of private information, or promotion of political candidates;

- Any violation of copyright, trade secret or trademark laws;
- Any attempt to damage, disrupt or interfere with the use of any computer electronic information resources or services;
- Any attempt to access information beyond the users authorized access to any electronic information resource;
- Any destruction, defacement, theft, or altering of school district equipment;
- Any storing or accessing of illegal, inappropriate, or obscene material on district owned electronic equipment;
- The permitting of any student access to electronic grade books or other confidential information;
- Any excessive non-work related computer use during work hours;
- Non-work related computer use during student contact time or scheduled staff work time.
- Any attempt to post, list, advertise, sell or lend a non-Rosendale-Brandon School District product or service / personal items.

## PRIVILEGE

The use of the Internet and computer equipment within the School District is a privilege. Violation of this policy can result in the loss of computer access privileges. Employee violations will be addressed in accordance with the disciplinary procedures that are outlined in the appropriate collective bargaining agreement.

- The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services.

## DISCLAIMER OF ALL WARRANTIES

The School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, failure to deliver data, mistaken deliveries, viruses, backup device failure, or service interruptions caused by the School District or the Internet provider or by the users error or omissions. Use of any information obtained via the Internet is at the user's own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

## SECURITY

Rosendale-Brandon School District will implement security procedures on Internet access to protect students from seeing objectionable materials and to prevent unauthorized individuals from gaining access to our network. Employees are responsible for the security of their computer equipment, files and passwords. Employees with access to student records may not use, release, or share these records except as authorized by Federal, State, or Local laws. Employees are responsible for any accounts they may have. Sharing of any usernames or passwords to anyone is not permissible and may result in the loss of account privileges. Employees will be held accountable for any activity under their user account. Any security violations by students or teachers must be reported to school/site administrators.

## ENCOUNTER OF CONTROVERSIAL MATERIAL

Internet users may encounter material that is controversial or that the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet, to control access to all data, which a user may discover. It is the user's responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

## TERMS OF USE

- Only registered employees of the School District, Board of Education members, and limited external organizations qualify for Internet access under this policy.

- Only the authorized users who have signed the user agreement shall have Internet access. Users are ultimately responsible for all activity while using the Internet.
- All Internet or computer equipment access by a School District employee or Board member is automatically terminated upon retirement, resignation, or termination of employment.
- All student computer use must be supervised. Employees who supervise students with access to computer equipment must be familiar with the Rosendale-Brandon School District Student Computer Acceptable Use Policy and be willing to enforce it. Employees must appropriately secure rooms and areas where school computer equipment is housed.

#### **PENALTIES FOR IMPROPER USE**

Any violation of this policy or applicable state and federal laws may result in disciplinary action (including the possibility of termination) and/or referral to legal authorities. The site administrator/supervisor or systems administrator may limit, suspend, or revoke access to electronic resources at any time. The District will cooperate fully with local, state, or federal officials in any investigation concerning any illegal activities conducted through the District's network.

**APPROVED: 4/23/07**

**REVISED and APPROVED: 7/21/08**

**REVISED and APPROVED: 4/27/09**

**REVISED and APPROVED: 12/21/09**

**REVISED and APPROVED: 11/21/11**

**REVISED and APPROVED: 10/22/12**

[Back to Top](#)

## **GUIDELINE 522.7 - SOCIAL MEDIA GUIDELINES FOR FACULTY & STAFF**

### **Personal Responsibility**

- Rosendale Brandon School District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy. Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- When posting to your blog be sure you say that the information is representative of your views and opinions and not necessarily the views and opinions of the Rosendale Brandon School District.
- Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as an Rosendale Brandon School District employee online, you are now connected to colleagues, students, parents and the school community. You should ensure that content associated with you is consistent with your work at school.
- When contributing online do not post confidential student information.

### **Copyright and Fair Use**

- Respect copyright and fair use guidelines. See [U.S. Copyright Office - Fair Use](#).
- Hyperlinking to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When hyperlinking be sure that the content is appropriate.

### **Profiles and Identity**

- Remember your association and responsibility with the Rosendale Brandon School District in online social environments. If you identify yourself as a District employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. Remember how you represent yourself online should be comparable to how you represent yourself in person.
- No last names, school names, addresses or phone numbers should appear on blogs or wikis.
- Be cautious how you setup your profile, bio, avatar, etc.
- When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Employee handout book guidelines apply to the digital world too. Also remember not to utilize protected images. Images should be available under Creative Commons or your own.

### **Social Bookmarking**

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to *tag* or describe the bookmark.
- Be aware of URL shortening services and verify the landing site they point to before submitting a link as a bookmark.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

### **Requests for Social Media Sites**

The Rosendale Brandon School District understands that technology is constantly changing and that many sites have pedagogical significance for teacher and student use. If you would like to request that another online site be accessible to use for teaching and learning, please send an e-mail to the district Technology Coordinator with your request and why you would like the site open. A link to the site and the site's privacy policy should be included if possible.

**APPROVED: December 21, 2009**

[Back to Top](#)

## Exhibit 522.7 - EMPLOYEE NETWORK ACCEPTABLE USE POLICY

### USER AGREEMENT - TURN IN TO THE DISTRICT OFFICE

I have read and understand and will abide by the following Rosendale-Brandon School District policies and guidelines:

- Employee Network Acceptable Use, Policy 522.7
- Social Media Guidelines for Faculty and Staff, Guideline 522.7
- Cyber Bullying, Policy 443.7
- Online Forums, Policy 522.8

I further understand that any violations of the above Computer Acceptable Use Policy, when using district electronic information resources, may result in the loss of my access privileges and/or other disciplinary or legal action. This action may include, but not limited to, suspension, probation, or termination of employment. I, therefore, agree to maintain professional standards and to report any misuse of the electronic information resources to my site administrator/supervisor or systems administrator. I understand that my name and picture may appear on the district web site, and I grant permission for my image to appear in school videotapes.

I have read the above policies, guidelines and statement regarding employee network acceptable use and understand what is being required of me during my tenure with the Rosendale-Brandon School District.

Name: \_\_\_\_\_  
(Please Print)

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

[Back to Top](#)

## **POLICY 522.8 - ONLINE FORUMS**

### **Policy**

Online forums, including social networking websites (such as MySpace, Facebook, Twitter, LinkedIn, etc.), personal websites, online discussion/chat rooms, and web logs, have become popular tools for communication among students, staff and parents. While the use of these online forums has many advantages, such use can also create potential liability for the District. As a result, the District has developed certain rules regarding employee use of online forums, as such use pertains to the school community, in order to protect the interests of the students, the parents, the District, and its personnel.

### **Rule**

The following rules should be adhered to when posting on or communicating via any online forum:

1. Employees should have no expectation of privacy when using online forums.

Information posted on or exchanged through online forums may be accessed by parents, students, co-workers, and members of the public. Therefore, when communicating with students or parents, District employees should remember that their conduct represents the District, and any information posted or exchanged should always be in the interest of serving the District's students.

2. District employees may not use online forums to harass, threaten, libel, malign, defame, disparage or discriminate against members of the school community, including but not limited to, students, parents and/or guardians, co-workers or the administration. Employees may not write about, post pictures of, or otherwise refer to any student, parent/or guardians, co-workers or administrator without their permission.

3. Electronic communications and social networking activities for work-related purposes, regardless from where they are sent, must maintain and reflect the District's standards for professionalism, including proper tone and subject matter. Thus, for example, profanity and vulgar or demeaning jokes are inappropriate. Employees should also avoid discussions of conduct that is prohibited by District policies, such as alcohol and drug use on school property.

4. Employees must comply with all District policies covering confidential information. Employees may not post confidential or otherwise legally protected information or materials on any online forum. Employees are prohibited from posting photographs of students, staff or parents taken at District premises or events, without explicit permission.

Employees determined to have violated this policy may be subject to discipline up to and including termination.

**APPROVED: October 22, 2012**

[Back to Top](#)

## **POLICY 524 - GIFTS AND GRATUITIES FROM VENDORS**

Employees of the Rosendale-Brandon School District are expected to perform their duties according to the highest ethical standards, free not only from all conflict of interest but the appearance of such conflict.

School district employees will not accept gifts, favor or any such offers or series of offers from a vendor or representative of any business or commercial entity. This, however, will not preclude the acceptance by employees or complimentary advertising or promotional tokens of purely nominal value such as calendars.

No school district employee will accept a gift from any person seeking preferential or special treatment of any kind.

Any staff member conducting fund-raising activities may not receive for his/her personal benefit anything of value from any person other than his/her employing school district as a result of his/her involvement in the fund-raising. Any gifts, prizes or awards that are not given directly to the student involved in the fund-raising or any refunds, rebates, or discounts that may result from the fund-raising shall be the property of the Rosendale-Brandon Public School District.

If a significant sum of money is needed to acquire the gift/prize/premium in excess of the points earned, the amount needed may be paid by the school district. The gratuities, gifts, prizes, or awards will remain in the classroom where the fund-raising activities/events originated.

**APPROVED: 2/25/80**

**REVISED & APPROVED: 4/27/98**

[Back to Top](#)

## POLICY 524.1 - GIFTS FROM STUDENTS TO EMPLOYEES

WHEREAS: gifts from students to teachers or administrators are considered totally unnecessary, and

WHEREAS: a gift by one child can cause great embarrassment to the child who is unable to afford it, and

WHEREAS: gifts are very often a result of insistence by parents, and

WHEREAS: to refuse a gift which has already been presented at school could cause a great deal of embarrassment.

THEREFORE BE IT RESOLVED:

that the following procedures be followed:

1. Students shall be discouraged from presenting any type of gift to school employees.
2. Should a gift be presented to a school employee, it is not to be opened within the school building, but taken home by the employee.
3. Students should be thanked only privately for any gift, and under no circumstances in front of other students.

**ADOPTED: February 19, 1973**

[Back to Top](#)



## POLICY 529 - EMPLOYMENT REFERENCE CHECKS

Employment reference definition: Any written or verbal information on a current or former employee's work history and/or recommendation to hire or not hire.

Employment reference requests: Because reference matters concern the employee's service to the employer, Rosendale-Brandon School District, all references concerning an employee's work at the Rosendale-Brandon School District should be issued only by the district administrator and/or the principals with the approval of the district administrator.

It is the district administration that is the custodian of an employee or former employee's personnel records and it is the district administration that is in the best position to provide oral and written references with regard to an employee's work with the district.

Employees are not to provide employment references of any kind. All calls, contacts, and written inquiries concerning current or former employees should be referred to building principals and/or the district administrator.

Employees may write an employment reference letter provided they submit the written letter of recommendation to the District Administrator and the letter is approved by the District Administrator.

Personal references: Personal reference information provided by employees regarding current or former employees must be based solely on personal information. The Rosendale-Brandon School District does not prohibit "personal references", written or oral, provided by an employee in a personal capacity, so long as the reference is qualified by the statement that the reference is the individual's own personal opinion and not that of the Rosendale-Brandon School District, its District Administrator, or the Board of Education and the reference is not on district letterhead of any type or communicated through the District e-mail system. The person giving a personal reference is solely and completely responsible for the reference.

### General

This policy applies to employment reference checks affecting employees or former employees in any and all job classifications of the Rosendale-Brandon School District.

**APPROVED: July 21, 2008**

[Back to Top](#)

## **POLICY 535.3 - JOB SHARING (Professional Staff)**

The Board, upon recommendation from the respective administrator, may allow certified candidate members to share job responsibilities when district student advantages are identified.

The Board has the discretion to accept or reject any and all job sharing arrangements on an annual basis.

**CROSS REF:** Rosendale-Brandon School District  
Professional Negotiations Agreement

**APPROVED:** October 20, 2003

[Back to Top](#)

## **POLICY 537 - STAFF DEVELOPMENT**

Staff Development in the Rosendale-Brandon School District is the personal and professional growth of employees for the ultimate purpose of meeting student needs and maximizing student learning. The purpose of staff development is to help staff increase knowledge, skills, and desire in areas that meet these student needs and maximize student learning.

The Board encourages staff members to pursue activities which help them better meet the demands of their positions. Administrators and supervisors shall facilitate the identification of staff development needs, and plan and implement a program of staff development.

Staff Development in the Rosendale-Brandon School District will

- Focus on the ultimate goal of increased student achievement
- Support an environment of lifelong learning.
- Be aligned with building and District goals.
- Require all staff demonstrate and apply learned competencies in specific areas as a result of staff development.
- Meet the needs of the individual learner.
- Provide tasks which enable staff to take personal responsibility for their professional growth.
- Be meaningful and relevant to each staff member.
- Be continually evaluated to assure that it meets the needs of our internal and external stakeholders.

**APPROVED: 12/15/75**

**REVISED AND APPROVED: 8/19/1991**

**REVISED AND APPROVED: 10/22/2012**

[Back to Top](#)

## **POLICY 538 - FORMAL OBSERVATION AND SUMMATIVE EVALUATION OF PROFESSIONAL STAFF**

Because it is universally accepted that good teaching is the most important element in a sound educational program, provision shall be made to conduct appraisals of each professional staff member's performance.

Appraisal of each professional staff member's performance should serve three purposes:

1. To raise the quality of instruction and educational service to the children of our community.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual to grow professionally.

Evaluation of professional staff performance is a cooperative, continuing process designed to improve the quality of instruction. All professional employees are involved in the evaluation process.

Each professional staff member new to the system shall receive formal observations and a summative evaluation each year of his/her first three years of equivalent employment by the district, and at least every third year thereafter. The evaluation shall be based on the Board-approved job description and formal observation instrument, and shall be conducted in compliance with state law.

The Effectiveness Project Implementation Coach (EPIC) shall orient all new professional staff members with the evaluation procedures and standards during the first two weeks of their assignment. Each professional staff member shall be advised as to who will and who may observe and evaluate his/her performance. No formal observations shall take place until such orientation has been completed.

The summative evaluation shall be written and shall be discussed by the supervisor and the person being evaluated. The discussions may either precede or follow the writing of the evaluation document. Both parties shall follow the district process to acknowledge the document. The acknowledgement should indicate that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth in writing and written recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty, which is observed.

Teachers will be observed as follows:

Teachers new to the system (equivalent to the first 3 years of teaching within the Rosendale Brandon School District) will be formally observed by an administrator at least four times (two formal and two informal) during each school year, with at least one of those observations occurring within the first semester of assignment.

Teachers with greater than 3 years teaching experience in the Rosendale Brandon School District will be observed informally at least once during each non-summative school year and at least three times (one formal and two informal) during every three year summative evaluation.

The supervisor has the authority to observe a teacher any number of times beyond the number listed above.

Teachers with greater than 6 years teaching experience in the Rosendale-Brandon School District shall each year receive an unannounced walk through observation, and every 3 years two unannounced walk through observations, one unannounced formal observation, and a written summative evaluation.

Beyond observation listed, administrators will also be:

- Reviewing and providing feedback for teacher SLOs and the data associated and scoring for teachers in their summative year

- Reviewing and providing feedback on the teachers' Professional Goal Setting Plan
- Reviewing and providing feedback on the Documentation Log and associated documents

APPROVED: OCTOBER 7, 1985

REVISED AND APPROVED: AUGUST 25, 2014

REVISED AND APPROVED: DECEMBER 17, 2018

[Back to Top](#)

## **POLICY 539 - CERTIFIED STAFF DISCIPLINE**

### **Scope of Policy**

This policy does not address the discipline of the Superintendent, which is within the prerogative of the School Board, or the nonrenewal of an individual employment contract under either section 118.22 or section 118.24 of the state statutes. The Board specifically intends that (1) discharge involving termination of an existing employment contract, and (2) the nonrenewal of an employment contract at the conclusion of the contract's term (even when the nonrenewal decision gives consideration to the employee's conduct/performance) are distinct concepts and involve distinct and different procedures.

Nothing in this policy shall be interpreted to supersede the valid and enforceable terms of an employment contract that the Board has executed with an employee.

### **Discipline**

To the extent consistent with applicable law, disciplinary consequences may be imposed against an employee in appropriate circumstances, including for conduct, action, or inaction that the District determines is sufficiently detrimental to the interests of the District and/or the District's students; for violations of statutes, regulations, policies, or procedures; for failure to meet supervisory directives or expectations; or for unsatisfactory job performance.

Where no statute, regulation, contract, or Board policy requires the Board to make the final disciplinary decision, the Superintendent and/or any appropriate administrative-level or supervisory-level designee, as determined by the Superintendent, may determine the disciplinary action to be taken against an employee. However, the authority to make the decision to discharge a District employee for disciplinary reasons is more specifically addressed in the next section of this policy.

The substantive standard applicable to the imposition of discipline shall be the standard (if any) expressly identified in the Employee Handbook for the situation in question, provided that such disciplinary action is also otherwise consistent with the District's and the employee's respective rights and obligations under applicable law and under any contract held by the employee. If no disciplinary standard is expressly set forth in the Employee Handbook that is applicable to the specific situation, then discipline shall meet the minimum requirement that it shall not be unlawful or arbitrary and capricious.

### **Discharge for Disciplinary Reasons**

Whenever a District employee holds a written, individual employment contract for a specified term, the Board, rather than the Superintendent, shall make any disciplinary decision to discharge the employee and terminate the contract in any situation where either the employment contract or applicable law requires the Board to take such action. In some cases, the employment contract or applicable law may further require a majority vote of the full membership of the Board in order to dismiss such an employee and terminate the contract.

Where no statute, regulation, contract, or separate Board policy requires the Board to make the final disciplinary decision to discharge an employee, the Superintendent may take final action to discharge an employee for disciplinary reasons.

Not every termination of the employment relationship short of an express retirement or resignation shall be considered a discharge. For example, in appropriate circumstances, job abandonment reasonably may be construed as a voluntary quit, rather than a disciplinary discharge.

### **Administrative Leave**

The Superintendent or an appropriate administrative-level or supervisory-level designee, as determined by the Superintendent, may place an employee on a non-disciplinary, paid administrative leave pending the further investigation or further resolution of a potentially-disciplinary matter.

In appropriate circumstances, an employee may also be suspended under this policy without pay pending the further investigation or further resolution of a pending matter, but such suspension without pay shall itself be considered disciplinary action in at least those situations where the employee is otherwise available for and willing to work.

### **Applicability of Grievance Procedure**

If an employee is disciplined, such adverse employment action is subject to processing through the grievance procedure that the District has adopted pursuant to section 66.0509(1m) of the state statutes.

### **Legal References:**

#### **Wisconsin Statutes**

|                                            |                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------|
| <a href="#"><u>Section 66.0509(1m)</u></a> | [public employer grievance procedures covering termination, discipline, and workplace safety] |
| <a href="#"><u>Section 118.21</u></a>      | [teacher contracts]                                                                           |
| <a href="#"><u>Section 118.22</u></a>      | [nonrenewal of teacher contracts]                                                             |
| <a href="#"><u>Section 118.24</u></a>      | [administrator contracts and nonrenewal]                                                      |

**APPROVAL:** April 28, 2008

**REVISED AND APPROVED:** December 17, 2018

[Back to Top](#)

## **RULE 539.1 - ADMINISTRATIVE GUIDELINES FOR STAFF DISCIPLINE**

### **Principles of Discipline**

1. The underlying principle of all discipline of employees is that it be corrective as opposed to punitive. Discipline should be administered in such a way as to assist the employee in correcting the faults which caused the problem and to provide positive assistance to the employee to reach the desired performance level. The proper amount of discipline to be administered is the amount necessary to correct the undesirable behavior in relation to the seriousness of the offense.
2. Progressive Discipline – when a problem persists despite the administration of prior corrective discipline, the proper course of action is to gradually increase the level of discipline in the hope of bringing about a satisfactory result. An offense that by itself would justify no more than an oral or written reprimand may call for a suspension or even discharge if the employee has a history of similar offenses and has not responded to prior disciplinary actions. The emphasis on the concept of progressive discipline highlights the need for a supervisor/administrator to keep good records with respect to discipline. However, in some cases a higher (more severe) level of discipline including dismissal will be warranted and appropriate even though lesser forms have not been utilized.
3. Any discipline must be administered in accordance with any applicable Board policy.
4. Definitions – Discipline may consist of a reprimand, either oral or written, suspension with or without pay, or dismissal.
  - A. Reprimand – A reprimand is defined as a formal censure or rebuke, either oral or written, to express disapproval of an action or inaction regarding job performance.
  - B. Suspension – suspension is defined as the temporary removal of an employee from his/her position for disciplinary reasons(s).
  - C. Dismissal – Dismissal is defined as the termination of employment for disciplinary reasons.
5. Procedures – The general progression of discipline includes:
  - A. Oral reprimand
  - B. Written reprimand
  - C. Suspension
  - D. Dismissal
6. The disciplinary process may be initiated at any level of progression considering the seriousness of the infraction and the individual circumstances involved.

### **DISCIPLINE PROCEDURES DETAILED**

#### **Step 1: Oral Reprimand**

- A. The supervisor/administrator will review the job performance of the employee.
- B. The supervisor/administrator will specify expectations from the employee and behaviors required and explain the consequences of failure to improve.



C. A written record documenting the oral reprimand will be placed in the employee's personnel file and identified as an oral reprimand.

#### Step 2: Written Reprimand

A. A written reprimand should be identified as a written reprimand and should include:

- 1) Identification of the reason for discipline,
- 2) Review of the employee's past work record (anything pertinent to this discipline),
- 3) Specific behavior required (what the supervisor/administrator expects from the employee and when), and
- 4) Warning of more discipline. (If the employee does not comply, then further discipline will result.)

B. The written reprimand will be placed in the employee's file.

#### Step 3: Suspension

A. If an employee's behavior does not improve after following Steps 1 and 2, a suspension may be considered appropriate.

B. Employees will be suspended for a defined period of time as discipline. Employees should be notified of a suspension in writing. The written notice of suspension should include the following:

- 1) Statement of work rule and violation,
- 2) Review of record,
- 3) Specific behavior required, and
- 4) Warning of further discipline.
- 5) If the suspension will be with or without pay.

C. The suspension notice will be placed in the employee's file.

The 3-step progression is recommended, but not required, depending upon the seriousness of the situation. Serious offenses could lead to a Step 3 suspension without the necessity of satisfying the first two steps.

#### Step 4: Dismissal

If an employee has failed to improve his/her performance after reasonable efforts and a reasonable time, dismissal may be appropriate.

The 4-step progression is recommended, but not required, depending upon the seriousness of the situation. Serious offenses could lead to a Step 4 dismissal without the necessity of satisfying the first three steps.

**APPROVAL: APRIL 28, 2008**

**REVISED AND APPROVED: DECEMBER 17, 2018**

[Back to Top](#)

## POLICY 542.3 - BENEFITS FOR FULL TIME SUPPORT STAFF

**Vacation** - Full time (12) months secretarial, clerical, and custodial employees shall be entitled to the following vacation allowance with pay:

1. One week after the first year of employment
2. Two weeks after the second through fifth years of employment
3. Three weeks after the sixth through fourteenth years of employment
4. Four weeks after fifteen years of employment

In the event of retirement, resignation, or termination, the employee will be reimbursed an amount equal to the full amount of his/her current rate of pay for all unused hours of vacation.

**Hours of Work** - The number of hours, the time of day, and the specific days will be dependent upon need as determined by the principal or supervisor with approval of the superintendent. Normally, a specific schedule will be developed for the fiscal year.

**Health Insurance** - Full-time support staff will be offered the same group health and dental insurance as the certified teaching staff which is detailed in the Employee Handbook.

**Physical Exams** - Under Statute 118.25, the District must require a pre-employment physical examination as a condition of employment. The employee shall be examined by a practitioner in the employ of or under contract with the District at the District's expense.

**Holidays** - Full-time workers shall be entitled to the following holidays:

|                   |               |                    |                        |
|-------------------|---------------|--------------------|------------------------|
| Independence Day  | Labor Day     | Thanksgiving Day   | Day after Thanksgiving |
| Christmas Eve Day | Christmas Day | New Year's Eve Day | New Year's Day         |
| Good Friday       | Memorial Day  |                    |                        |

Should any of these holidays fall on a weekend, the employee will take said holiday on Friday preceding or the Monday following. Exceptions: The day may not be taken during a school day. When there is a choice, the school principal will make the determination in cooperation with the employee. In the event that the Christmas/New Year holidays fall on a weekend, the employee will be allowed to take said day/days at an appropriate time during that holiday period. Absence because of illness or use of vacation time during, before, and after a holiday will not eliminate holiday benefits.

**Leave Time** - Each employee will earn one day of leave time for each month worked during a fiscal year. The conditions for which leave time may be used are outlined in the Employee Handbook. Unused days will accumulate to a maximum of 90 days.

**Sick/Emergency Leave Accumulation Vested** - Upon retirement after age 55 or death at any age, the employee shall have credited to his/her WEA TSA account an amount equal to the full amount of his/her current per diem salary for each day of unused sick leave accumulated as of June 30, 2011, or current balance, whichever is less, not to exceed ninety (90) days. This benefit will be converted to a post-employment benefit and paid to your annuity account on a monthly basis over 2 - 5 years depending on amount.

**Personal Leave Days** - Each employee will also be allowed two additional "personal days" that can be taken any working day during the contract year, as desired, provided proper notice has been given to the employee's building principal or supervisor. Holidays and personal leave days are not cumulative. Personal days must be used before any unpaid time will be applied.

**Unused Personal Leave Days** - Unused Personal Days will be added to Sick Leave days.

**Reporting Procedure – Doctor's Certificate** - Each employee shall be required to inform his/her supervisor prior to, or within the two (2) hours of his/her normal daily starting time of his/her need to be absent. Whenever the supervisor deems

such verification appropriate, the employee may be required to furnish the District with a certificate of illness signed by either a licensed physician or a nurse practitioner. Such certificate should include a statement releasing the employee to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or discharge employees for excessive absenteeism.

**Wisconsin Retirement System** - The District will contribute the employer's share. The employee will pay the employee's WRS contribution as required by state statute. Under no circumstances shall the District pay the employee's required WRS contribution.

ADOPTED: April 18, 1977

REVISED AND APPROVED: DECEMBER 17, 2018

[Back to Top](#)

## **POLICY 542.4 - TIME OFF FOR PART-TIME SUPPORT STAFF**

**Leave Time** - Each employee will earn one day of leave time for each month worked during a fiscal year. The conditions for which leave time may be used are outlined in the Employee Handbook. Unused days will accumulate to a maximum of 45 days.

**Reporting Procedure – Doctor’s Certificate** - Each employee shall be required to inform his/her supervisor prior to, or within the two (2) hours of his/her normal daily starting time of his/her need to be absent. Whenever the supervisor deems such verification appropriate, the employee may be required to furnish the District with a certificate of illness signed by either a licensed physician or a nurse practitioner. Such certificate should include a statement releasing the employee to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or discharge employees for excessive absenteeism.

**Personal Leave Days** - Each employee will also be allowed one “personal day” that can be taken any working day during the contract year, as desired, provided proper notice has been given to the employee’s building principal or supervisor. A “day” is defined as the number of hours which are normally worked by the employee each day. Holidays and personal leave days are not cumulative. Personal days must be used before any unpaid time will be applied.

**Unused Personal Leave Days** - Unused Personal Day will be added to Sick Leave.

**Holidays** - Each employee will be entitled to certain paid holidays as listed in this section. Payment for said holiday will be that sum said employee normally would have earned. Absence because of illness before, during, or after said holiday will not eliminate holiday benefits. The following days will be recognized as paid holidays:

Labor Day      Thanksgiving Day      Day after Thanksgiving Day      Good Friday      Memorial Day

**ADOPTED: October 20, 1975**

**REVISED: April 18, 1977**

**REVISED AND APPROVED: DECEMBER 17, 2018**

[Back to Top](#)

## **POLICY 549 - STUDENT AIDE POLICY**

Classroom aides will be considered when the classroom reaches the following numbers:

|                         |                                                                    |
|-------------------------|--------------------------------------------------------------------|
| 4-year-old Kindergarten | 3 hrs. aide time                                                   |
| 5-year-old Kindergarten | 16+ students = 2 hrs. aide time<br>25+ students = 4 hrs. aide time |
| First Grade             | 18+ students = 2 hrs. aide time<br>25+ students = 4 hrs. aide time |
| Second Grade            | 20+ students = 2 hrs. aide time<br>25+ students = 4 hrs. aide time |
| Third Grade             | 20+ students = 2 hrs. aide time<br>25+ students = 4 hrs. aide time |
| Fourth Grade            | 25+ students = 3 hrs. aide time                                    |
| Fifth Grade             | 25+ students = 3 hrs. aide time                                    |
| Split Class             | 15+ students = 4 hrs. aide time                                    |

For the purpose of this policy, Classroom is defined as core subjects of Language Arts, Math, Science and Social Studies.

**APPROVED: September 17, 2001**

**REVISED and APPROVED: April 23, 2007**

**REVISED and APPROVED: April 27, 2009**

**REVISED and APPROVED: December 21, 2009**

**REVISED and APPROVED: October 25, 2010**

[Back to Top](#)

## **POLICY 550 - STAFF TRANSPORTATION OF STUDENTS**

District employees are not obligated nor encouraged to transport students to and from home.

**APPROVED: MARCH 17, 2003**

[Back to Top](#)

## **POLICY 655.1 - FREE PASSES TO ATHLETIC EVENTS**

The Board of Education recognizes the contributions of all employees and Board approved volunteers as being important.

The Board also understands that attendance at athletic events by district employees and Board approved volunteers can enhance their relationships with students with whom they work each day, and

The presence of district employees and Board approved volunteers at athletic events can provide a subtle, but positive, supervisory effect on those attending.

Therefore, one complimentary season pass (in the form of their district-issued identification badge) to home athletic events (the season pass would not include invitationals or tournaments; this includes those sponsored by Laconia or the WIAA) will be issued to all district employees (regardless whether they work full time or part time) and Board approved volunteers.

**APPROVED: 4/23/79**

**REVISED AND APPROVED: 2/20/06**

**REVISED and APPROVED: 11/21/16**

[Back to Top](#)

## **POLICY 655.2 - ADMISSIONS – DISCOUNT FOR SENIOR CITIZENS**

The Rosendale-Brandon School Board recognizes the following:

- The Board of Education appreciates senior citizens supporting the Rosendale-Brandon School District.

The following points will be followed:

1. A regular season pass will be available to senior citizens at the same price as for students.
2. A regular ticket at the gate will be available to senior citizens at the same price as for students.
3. The above reductions are limited to athletic events.
4. The above discounts will not be valid at any WIAA tournaments or school invitationals.
5. The above discounts will be available to citizens 65 years of age or older.

**APPROVED: March 24, 1980**

**REVISED AND APPROVED: November 17, 2003**

[Back to Top](#)



## **POLICY 655.3 - SEASON PASSES FOR ATHLETIC EVENTS**

WHEREAS: the School Board feels there is a need to provide special financial consideration for people who regularly attend athletic events.

WHEREAS: people have expressed interest in purchasing a season pass for all home athletic events, excluding invitationals or tournaments.

WHEREAS: the availability of a season pass could encourage an increase in attendance at athletic events.

THEREFORE, BE IT RESOLVED:

That the following procedure be used for the sale of athletic season passes:

1. Yearly season passes for all home varsity athletic events, excluding invitationals or tournaments will be sold to students and adults.
2. Season passes may be purchased at the high school office or at athletic events.
3. Season tickets will not be good for any invitationals or tournaments. This includes those sponsored by Laconia or the WIAA.
4. Season passes are non-transferable.

**APPROVED: November 19, 1979**

**REVISED & APPROVED: February 20, 2006**

[Back to Top](#)

## POLICY 661 - INVESTMENT OF SCHOOL DISTRICT FUNDS

In accordance with the State of Wisconsin Statutes the School District shall maintain a set of procedures for the investment of School District funds that includes the following elements:

1. A listing of authorized investments.
2. The standard of care that must be maintained by the persons investing the public funds.
3. Investment and diversification guidelines that are appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the investment portfolio.
4. Guidelines regarding collateral requirements, if any, for the deposit of public funds in a financial institution, and, if applicable, guidelines for contractual arrangements for the custody and safekeeping of that collateral.
5. A system of internal controls and written operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the district.
6. Performance measures that are appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the school district's investment portfolio.
7. Appropriate periodic review of the investment portfolio, its effectiveness in meeting the school district's needs for safety, liquidity, rate of return, and diversification, and its general performance.
8. At least quarterly written reports of investment activities by the Treasurer for submission to the Board of Education and the Superintendent, including information regarding securities in the portfolio by class or type, book value, income earned, and market value as of the report date.
9. A procedure for the selection of investment advisors, money managers, and financial institutions.
10. A policy regarding ethics and conflicts of interest.

The Treasurer of the School District shall establish and submit such procedures for the Board's approval and shall periodically review and propose needed amendments thereto. Such procedures and this policy shall be kept available at all times for public review at the School District's administrative offices.

## PROCEDURE 661 - INVESTMENT OF SCHOOL DISTRICT FUNDS

### A. Scope

This investment procedure applies to all funds of the District. These funds are accounted for in the District's annual financial report and includes all current funds, and any other funds that may be created from time to time. All transactions involving the District's funds and related activity of any funds shall be administered in accordance with the provisions of this procedure.

### B. Objectives

1. Safety of Principal – Investments shall be undertaken in a manner that seeks to ensure the preservation of principal in the overall portfolio. To attain this objective only appropriate investment instruments will be purchased and insurance or collateral may be required to ensure the return of principal.
2. Liquidity – the District's investment portfolio shall be structured in such manner as to provide sufficient liquidity to pay obligations as they come due.
3. Return on Investments – The investment portfolio shall be designed to attain a market-average rate of return throughout budgetary and economic cycles, taking into account the risk constraints, the cash flow characteristics of the portfolio and legal restrictions for return on investments.
4. Maintaining the Public's Trust – The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the District, the Board or the School Treasurer.

### C. Investment Instruments

The District may invest its funds in those instruments permissible under Wisconsin Statutes. The District has chosen to limit its allowable investments to those instruments listed below:

1. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued by the United States of America, its agencies and allowable instrumentalities;
2. Interest bearing savings accounts, interest bearing certificates of deposit or interest bearing time deposits, or any other investments constituting direct obligations of any credit union, bank, savings bank, trust company, or savings and loan association that is authorized to transact business in the State of Wisconsin.
3. Certificates of deposit that are insured by an insurer having a claims paying rating which is in the highest or 2<sup>nd</sup> highest rating category assigned by a nationally recognized rating agency.
4. Commercial paper meeting the following requirements:
  - a) The corporation must be organized in the United States.
  - b) The corporation's assets must exceed \$500,000,000.
  - c) The obligations at the time of purchase must be rated within the highest classifications by at least two of the three standard rating services (Standard and Poor's, Moody's and Fitch Investors Service).
  - d) The total investment in any one corporation cannot exceed 10% of the corporation's outstanding obligations.
  - e) The total investment in any one corporation cannot be more than \$20 million
5. The Wisconsin State Treasurer's Local Government Investment Pool, and
6. The Wisconsin School District Liquid Asset Fund.

7. Investments may be made only in those savings banks or savings and loan associations the shares, or investment certificates of which are insured by the Federal Deposit Insurance Corporation.
8. Investment products that are considered as derivatives are specifically excluded from approved investments.

D. Diversification

It is the policy of the District to diversify its investment portfolio. Investments shall be diversified to eliminate the risk of loss resulting in over concentration in a specific maturity, issuer, or class of securities. Diversification strategies shall be determined and revised periodically by the School Treasurer. The diversification shall be as follows:

- a) Up to 100% of C.1 and C.5.
- b) Up to 90% of C.2 and C.3
- c) Up to 75% of, C.4 and C.6

E. Collateralization

1. It is the policy of the District to require that time deposits in excess of FDIC insurable limits be secured by collateral or private insurance to protect public deposits in a single financial institution if it were to default.
2. Eligible insurers must have a claims paying rating in the highest or 2<sup>nd</sup> highest rating category assigned by a nationally recognized rating agency.
3. Eligible collateral instruments are any investment instruments acceptable under Wisconsin Statutes. The collateral must be placed in safekeeping at or before the time the District buys the investments so that it is evident that the purchase of the investment is predicated on the securing of collateral.
4. Safekeeping of collateral
  - a) Third party safekeeping is required for all collateral. To accomplish this, the securities must be held at one or more of the following locations:
    - 1) at a Federal Reserve Bank or its branch office;
    - 2) at another custodial facility in a trust or safekeeping department through book-entry at the Federal Reserve;
    - 3) by an escrow agent of the pledging institution
  - b) Safekeeping will be documented by an approved written agreement between the Board of Education and the governing board of the bank that complies with FDIC regulations. This may be in the form of a safekeeping agreement.
  - c) Substitution or exchange of securities held in safekeeping for the District can be approved exclusively by the Treasurer, and only if the market value of the replacement securities is equal to or greater than the market value of the securities being replaced.

F. Safekeeping of Securities

1. Third party safekeeping is required for all securities and commercial paper. To accomplish this, the securities must be held only at one or more of the following locations:
  - a) at a Federal Reserve Bank or its branch office;
  - b) at another custodial facility, which shall be a trust or safekeeping department through book-entry at the Federal Reserve, unless physical securities are involved; or
  - c) in an insured account at a primary reporting dealer

2. Safekeeping will be documented by an approved written agreement between the Board of Education and the holder of the securities. This may be in the form of a safekeeping agreement, trust agreement, escrow agreement or custody agreement.
3. Original certificates of deposits will be held by the originating bank. A safekeeping receipt will be acceptable documentation.

G. Qualified financial Institutions and Intermediaries

1. Depositories – Demand Deposits
  - a) Any financial institution selected by the District shall provide normal banking services, including, but not limited to: checking accounts, wire transfers and safekeeping services.
  - b) The District will not maintain funds in any financial institution that is not a member of the FDIC system. All potential depositories must qualify as a public depository under Wisconsin investment statutes. In addition, the District will not maintain funds in any institution that does not first agree to post required collateral for funds or purchase private insurance in excess of FDIC insurable limits and in amounts acceptable to the District.
  - c) To qualify as a depository, a financial institution must furnish the Treasurer with copies of the latest two statements of condition which it is required to furnish to the Comptroller of Currency as the case may be. While acting as a depository, a financial institution must continue to furnish such statements to the Treasurer within 45 days of the end of each quarter.
  - d) Fees for banking services shall be mutually agreed to by an authorized representative of the depository bank and the Treasurer on an annual basis. Fees for services shall be substantiated by a monthly account analysis.
  - e) Each financial institution acting as a depository for the District must enter into a depository agreement with an authorized school district official that incorporates this policy by reference.
2. Banks and Savings and Loans Certificates of Deposit - Any financial institution selected to be eligible for the district's competitive certificate of deposit purchase program must:
  - a) provide wire transfer and certificate of deposit safekeeping services;
  - b) be a member of FDIC system and be willing and capable of posting required collateral or private insurance for funds in excess of FDIC insurable limits and in amounts required by the District; and
  - c) meet at all times the financial criteria as established in the investment procedures of the District.
3. Intermediaries - Any financial intermediary selected to be eligible for the District's competitive investment program must:
  - a) provide wire transfer and deposit safekeeping services;
  - b) maintain appropriate federal and state registrations for the type of business in which they are engaged;
  - c) provide an annual audit upon request;
  - d) be licensed to conduct business in this State; and

- e) be familiar with the Board of Education's policy and accept financial responsibility for any investment not appropriate according to the policy.

#### H. Management of Program

1. The following individuals are authorized to purchase and sell investments, authorize wire transfers, authorize the release of pledged collateral, and to execute any documents required under this procedure:
  - a) Treasurer

- b) Assistant Treasurers

These documents include:

- 1) Wire Transfer Agreement
  - 2) Depository Agreement
  - 3) Safekeeping Agreement
  - 4) Custody Agreement
2. Management responsibility for the investment program is hereby delegated to the Treasurer and Assistant Treasurer, who shall establish a system of internal controls and written operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the entity. Such procedures shall include explicit delegation of authority to persons responsible for the execution under the direction of the Treasurer of specific financial transactions, including: investment transactions; check signing, check reconciliation, deposits, bond payments, report preparation and wire transfers. No person may engage in any investment transaction except as provided for under the terms of this policy. The Treasurer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinates.
3. The wording of agreements necessary to fulfill the investment responsibilities is the responsibility of the Treasurer who shall periodically review them for their consistency with District policy and State law and who shall be assisted in this function by the Assistant Treasurer, District legal counsel and auditors. These agreements include but not limited to:
  - a) Wire Transfer Agreement
  - b) Depository Agreement
  - c) Safekeeping Agreement
  - d) Custody Agreement
4. The Treasurer may use financial intermediaries, brokers, and/or financial institutions to solicit bids for securities and certificates of deposit. These intermediaries shall meet the criteria set forth in Section G(3) above and shall be approved by the Board of Education.
5. All wire transfers made by the Treasurer shall require a secondary authorization by the Assistant Treasurers or Treasury Clerk/Bookkeeper/Accountant.
6. The Treasurer shall be further authorized to enter into joint investment agreements.

#### I. Performance

The Treasurer will seek to earn a rate of return appropriate for the type of investments being managed given the portfolio objectives defined in Section B of this document for all funds. In general, the Treasurer will strive to earn an average rate of return equal to or greater than the U.S. Treasury Bill rate for a given period of time for the average weighted maturity of the District's investments.

J. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

K. Indemnification

Investment officers and employees of the District acting in accordance with this Investment Procedure and such written operational policies as may be established by the District, and who otherwise exercise due diligence and act with reasonable prudence, shall be relieved of personal liability for an individual securities credit risk or market changes.

L. Reporting

The Treasurer shall submit to the Board of Education and the Superintendent a monthly investment report which shall include information regarding securities in the portfolio by class or type, book value, income earned, and market values as of the report date. Generally accepted accounting principles shall be used for valuation purposes. The report shall indicate any areas of policy concern and planned revision of investment strategies.

M. Amendment

This procedure shall be reviewed from time to time by the Treasurer with regards to the procedure's effectiveness in meeting the District's needs for safety, liquidity, rate of return, diversification, and general performance. Any substantive changes will be reported to the Board of Education.

Adopted January 17, 2005  
[Back to Top](#)

## **POLICY 662.1 - STUDENT ACTIVITY FUNDS MANAGEMENT**

### **Activity Fund Accounting Procedures**

All extra-curricular and in-school organization funds are considered part of an activity account.

All monies which are handled by individual school personnel are to be deposited and recorded in the school office

and subsequent monthly statements sent to the Business Office.

No cash transactions relative to public funds are allowed.

All disbursements must be made by check and recorded in the Business Office.

**The following procedures are mandatory for all administrators to use with respect to their activity accounting:**

1. All money which is collected or disbursed in a school building must be deposited or have a check written against an account in the activity fund account book.
2. All money collected for any purpose must have a prenumbered receipt issued by the office as soon as it is turned in and counted. All money which is turned in must have a detailed explanation with it, showing the purpose of the collection, the names of those from whom it was collected, and the amount collected from each person.
3. For activities where tickets are sold, the number of adult and the number of student tickets sold must be recorded and the amount collected in each case. This information must be indicated on the pre-numbered receipt and must correspond to the total shown on the receipt.
4. All funds must be deposited within 3 business days of collection. Funds collected during the week must be placed in a fireproof vault at all times.
5. Funds received from vending machines must be actually counted by the person who issues the receipt. Any errors which are reported by the bank must be corrected in the receipt book as well as the account book.
6. All payments must be made in the form of a check and signed by the building principal/activities director.
7. An activity fund balance sheet showing the balance at the beginning of the month, receipts, expenditures, and the balance at the end of the month for each account, together with a copy of the bank statement, showing how the statement was reconciled shall be delivered to the Business Office each month.
8. All activity account balances will be presented on an annual basis to the Board of Education for review.

**Revised from Policy 376 and changed to Policy 662.1**

**APPROVED: February 18, 2008**

[Back to Top](#)



## **POLICY 662.3 - FUND BALANCE POLICY**

The District's accounting practices are based on a "fund" system. A fund is a separate set of accounting records, segregated for the purpose of carrying on a specific activity. The District will maintain the various funds required by the Wisconsin Department of Public Instruction to be used by Wisconsin school districts, as clarified by Governmental Accounting Standards Board Statement Number 54 ("GASB 54").

The funds maintained by the District will be reported in accordance with the standards of GASB 54, which specifies the following fund balance classifications:

1. Nonspendable Fund Balance;
2. Restricted Fund Balance;
3. Committed Fund Balance;
4. Assigned Fund Balance; and
5. Unassigned Fund Balance.

The District's accounting and reporting systems will comply with GASB 54, based on the recommendations of the District's independent auditors.

The District will comply with all disclosure requirements specified by GASB 54.

**APPROVED: May 23, 2011**

[Back to Top](#)

## POLICY 665 - FRAUD PREVENTION AND REPORTING

The District expects all employees, Board of Education members, consultants, vendors, contractors and other parties maintaining any business relationship with the District to act with integrity, due diligence and in accordance with all applicable laws, District policies, and procedures in matters involving District fiscal and property resources.

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

### Procedure

#### A. Fraud Prevention

1. The superintendent or designee shall review fraud prevention and reporting with the administrative/supervisory team. He/she shall also communicate the District's position regarding fraud, expectations, and the fraud reporting process to all new employees at their in-service and to regular district staff.
2. The Superintendent shall review fiscal procedures and related internal controls for accuracy, relevance and effectiveness (Fraud Risk Assessment). He/she shall also conduct periodic internal audits of processes identified as high risk for fraud potential.

#### B. Fraud Reporting

1. Any District employee who suspects fraud, impropriety or irregularity in relation to District fiscal or other resources shall report his/her suspicions immediately to his/her supervisor and/or the Superintendent, who shall be responsible for initiating necessary investigations. In the event the concern or complaint involves the Superintendent, the concern shall be brought to the attention of the Board President. Investigations shall be conducted in a manner that protects the confidentiality of the parties and the facts, and be conducted in coordination with legal counsel and other internal or external departments and agencies as appropriate. All employees involved in the investigation shall be advised to keep information about the investigation confidential.
2. If an investigation substantiates the occurrence of a fraudulent activity, appropriate actions shall be taken in consultation with the District's legal counsel.

APPROVED: 10/25/10

[Back to Top](#)

## POLICY 667 - SUSPENSION AND DEBARMENT

Non-Federal entities are prohibited from contracting with parties that are suspended or debarred when purchasing goods and services with federal fund awards.

The Rosendale-Brandon School District will use the following as a method to verify an entity is not suspended or debarred. The verification will be accomplished by checking the *Excluded Parties List System (EPLS)* maintained by the General Services Administration (GSA).

- Whenever possible, when any of the Rosendale-Brandon School District employees listed below becomes aware of a purchase or service to be paid for with federal funds greater than \$25,000 they will verify the employee or vendor is not suspended or debarred using the EPLS list. The individuals include:
  - ✓ Director of Business Services
  - ✓ Accounting Manager
  - ✓ Accounting Clerk
- Using the EPLS list, the district accounting manager, prior to filing any transaction for final Federal Claims, will confirm any transactions equal or greater than \$25,000 that have not been previously verified. If an employee or vendor is found suspended or debarred the transaction will not be claimed.

APPROVED: AUGUST 25, 2014

[Back to Top](#)

## POLICY 672 - PURCHASING

WHEREAS: All purchases should be made at the lowest possible cost, and

WHEREAS: Comparison of quality, cost delivery and maintenance of service of the product; and comparison of cost and quality, cost and delivery of service should be given consideration, and

WHEREAS: Purchasing from local merchants enhances local economy and good public relations.

THEREFORE, BE IT RESOLVED:

1. All purchases, regardless of cost, will be made subsequent to consideration for price, quality, delivery and maintenance.
2. The purchase of any item resulting in an expenditure of \$200 or more will be made subsequent to price comparing, price reduction, or written quotations.
3. The purchase of any item resulting in an expenditure of \$1000 or more will be made subsequent to written quotations when possible.
4. All purchases will be made from local vendors when possible (provided the above stated restrictions are observed).

ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on February 25, 1980

[Back to Top](#)

## **POLICY 673 - PRE-PAYMENT OF VOUCHERS**

WHEREAS: The Board of Education recognizes that certain bills must be paid promptly to avoid service charges, penalties, or to secure discount.

WHEREAS: The Board of Education recognizes that certain services require immediate payment to obtain some services or materials.

THEREFORE, BE IT RESOLVED:

1. The Board of Education authorizes the issuance of vouchers prior to official board approval for the payment of bills provided said payment is required to avoid service charges, penalties, or to secure discounts.
2. The Board of Education authorizes the issuance of vouchers prior to official board approval when certain services or materials are not available by other means.
3. Examples of approved payments are: fuel, utilities, petty cash, payroll transfers, federal and state taxes, principal and interest on loans, lyceums, official fees, employee expense account claims, reservations, registrations, and postage.

**ADOPTED by the ROSENDALE-BRANDON SCHOOL BOARD on March 24, 1980**

[Back to Top](#)

## POLICY 690 - SCHOOL PROPERTIES DISPOSAL

The Board of Education shall dispose of surplus, obsolete equipment, materials, or supplies no longer required to accomplish the mission of the school system. Action to dispose shall be taken when equipment, materials, or supplies:

1. Have been designated obsolete by the district administrator.
2. Have been found to be in violation of ordinance or statute.
3. Exist in quantities exceeding the possibility of effective educational use by the District.
4. Are educationally unsound, out of date, inaccurate, or in unusable condition.

The building principal shall make the initial determination as to the condition of these items, and refer to the district administrator for action.

Equipment materials, and supplies determined to be surplus or obsolete by the district administrator shall be classified and disposed of as follows:

1. Items having minimal or no resale value, as determined by the district administrator may be offered without cost to charitable or civic organizations, or disposed of by the most expedient and efficient method without Board approval.
2. Items having resale value, as determined by the district administrator.
  - A. Those estimated to have a fair market value of less than \$500 may be disposed of by the district administrator/designee at the most advantageous price by public sale, and without Board approval. Sale of these items should be advertised to make them available to residents of the community.
  - B. Items estimated to have a fair market value of \$500 or more shall be advertised for sale in the Blackboard Reporter and sold to the highest bidder. The board reserves the right to reject all bids.

All money received from the sale of surplus, obsolete equipment, materials, or supplies shall be deposited in the general fund of the District.

The sale of real estate property belonging to and not needed by the District must be authorized by a majority vote of the district residents at the District's Annual Meeting or a special District meeting called for this purpose.

The School Board will proceed in the disposition of the property as it determines to be appropriate, unless the district residents at the meeting authorizing disposition give specific direction.

**ADOPTED: March 24, 1980**

**REVISED AND APPROVED: December 17, 1984**

**REVISED AND APPROVED: November 19, 2001**

[Back to Top](#)

## **POLICY 695 - PHOTOCOPY FEES**

A requestor for copies of records maintained in the school district shall be charged at a cost of twenty-five cents photocopying fee for each side of a page.

**APPROVED: February 18, 2008**

[Back to Top](#)

## **POLICY 720 - LONG RANGE PLANS FOR SAFE AND HEALTHFUL SCHOOL FACILITIES**

It is the intent of the Board of Education of the Rosendale-Brandon School District to provide safe and healthful facilities for all personnel. This is to be accomplished through ongoing inspections by Public Employee Safety and Health Inspections, Building Inspections, and other inspections from the Department of Industry, Labor and Human Relations.

Other inspections include:

- Annual Inspection – Rosendale-Brandon School District Inspection Team  
(Building and Grounds Committee)

- Local Fire Department Inspections

- Fire Extinguisher Inspection

- Insurance Inspections

- District Committee on Long Range Planning

- Boiler Inspections

- Any other individuals that could better our facilities

**APPROVED: 12/16/91**

[Back to Top](#)



## RULE 720 - LONG RANGE PLANS FOR SAFE AND HEALTHFUL SCHOOL FACILITIES

### RATIONALE

The Rosendale-Brandon School District has devoted tremendous time, effort, and financial consideration in an attempt to provide students and parents of the Rosendale and Brandon communities with safe and healthful school facilities. These efforts can be documented through an examination of the district's financial expenditures and also from an inspection of the actual physical plants. Not only did the Board of Education desire to maintain the structural quality of the school facilities, but a concerted effort was made to provide for more efficient and effective utilization of the school facilities with regard to cost savings and safety. Examples of these efforts are documented in the minutes of the Building and Grounds Committee and the Finance Committee and include:

1. New and repaired roofs for all district school buildings.
2. Various energy audits (Ex. Bright Ideas).
3. New and repaired boilers.
4. Removal of classroom windows and replacement of insulated materials
5. Inspection and removal of all asbestos within the school district's school buildings (with exception of floor tile).
6. Identification and removal of all hazardous materials.
7. Replacement of unsafe outdoor athletic bleachers.
8. Removal of radium from the water supply.
9. Removal of underground tanks.
10. Installation of new playground equipment (and repair of old equipment).
11. Installation of a new gymnasium floor at Rosendale Middle School as a result of problems relating to asbestos floor tile.

It is of paramount importance for the Board of Education to continue these efforts. To this end, a **LONG RANGE PLAN FOR SAFE AND HEALTHFUL SC SCHOOL FACILITIES** will be developed and implemented.

### LONG RANGE PLAN

- |            |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PHASE (1)  | A study of all school facilities shall be made by the <b>ROSENDALE-BRANDON SCHOOL DISTRICT INSPECTION TEAM</b> which is comprised of members of the Building and Grounds Committee. The purpose shall be to study the conditions of the school buildings with regard to safety, remodeling, repair, and possible addition. The recommendations shall be noted on <b>PROJECTED FUTURE PLANS FOR BUILDINGS AND GROUNDS SHEETS</b> (attached). |
| PHASE (1a) | A study of all school facilities, class assignments, building usage and student transportation shall be made by the <b>DISTRICT COMMITTEE ON LONG RANGE PLANNING</b> . The purpose shall be to study the feasibility of instituting attendance centers within the existing school facilities.                                                                                                                                               |
| PHASE (2)  | The above committees shall make their recommendations to the appropriate Board of Education Committees in order to initiate change or to correct deficiencies found through the studies made under Phase (1) and (1a).                                                                                                                                                                                                                      |
| PHASE (3)  | The Board of Education will set priorities in establishing a method of initiating change or correcting deficiencies as noted in Phase (2).                                                                                                                                                                                                                                                                                                  |
| PHASE (4)  | The Board of Education will recommend to the school district necessary changes and proposed improvements pertaining to student attendance centers. Recommendations will also be made concerning needed remodeling, building, and other items requiring attention in order to correct the deficiencies noted in Phase (2).                                                                                                                   |
| PHASE (5)  | At the discretion of the Board of Education, informational meetings will be provided for the purpose of informing the school district of recommendations pertaining to attendance centers as noted in                                                                                                                                                                                                                                       |

Phase (2). When appropriate, the school district (electors) will vote either in referendum, at the annual school district meeting or special meeting called for the purpose of providing remedies to the deficiencies noted in Phase (2).

**APPROVED: 12/16/91**

[Back to Top](#)

## **POLICY 720.1 - SAFE AND HEALTHFUL SCHOOL FACILITIES FOR HANDICAPPED PERSONS**

No qualified handicapped person shall be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination in any school district program on the basis that school district facilities are inaccessible to or unusable by handicapped persons.

As to existing facilities, the school district shall conduct its programs or activities so that, when viewed in their entirety, are readily accessible to handicapped persons. While the school district is not required to make every facility accessible to handicapped persons, careful planning should be done so that handicapped persons may participate in all programs or activities.

**APPROVED: 12/16/91**

[Back to Top](#)

## **POLICY 723 - EMERGENCY PLANS**

The Board of Education recognizes that its responsibility for the safety of students extends to possible natural and man-made disasters and that such emergencies are best met by preparedness and planning.

The Board authorizes a system of emergency preparedness, which shall consider the following:

- A. The health and safety of students and staff are safeguarded.
- B. The time necessary for instructional purposes is not unduly diverted.
- C. Minimum disruption to the educational program occurs.
- D. Students are helped to learn self-reliance and trained to respond sensibly to emergency situations.

All threats to the safety of district facilities shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.

The administration shall maintain an emergency response plan for the handling of emergency situations.

**APPROVED: October 20, 2003**

[Back to Top](#)

## **POLICY 723.3 - EMERGENCY SCHOOL CLOSINGS**

The district administrator is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel or are perceived to substantially disrupt the instructional process. If emergency conditions affect only a single school building, only that school will be closed.

In making the decision to close schools, the district administrator or designee will consider many factors, including the following principle ones relating to the fundamental concerns for the safety and health of students:

1. Weather conditions, both existing and predicted.
2. Driving conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous.

The district administrator and bus contractor will weigh all pertinent factors and may consult with all appropriate resources in making the decisions to close schools. Students, parents and staff will be informed of school closings as early as practical by our telephone alert system, checking our website, [www.rbsd.k12.wi.us](http://www.rbsd.k12.wi.us), as well as the traditional announcements over radio stations in Fond du Lac, Oshkosh, Ripon, and Waupun and television stations in Green Bay and Milwaukee,

**APPROVED: April 21, 1997**

**REVISED and APPROVED: December 21, 2009**

[Back to Top](#)

## **POLICY 723.5 - AUTOMATIC EXTERNAL DEFIBRILLATOR**

The Rosendale-Brandon School District will maintain an automatic external defibrillator on the premises of Laconia High School. The defibrillator may be used in emergency situations warranting its use by individuals specifically trained in application of the device through a program meeting the standards and specifications of the Wisconsin Department of Health and Family Services. The device cannot be administered by anyone without this training.

The defibrillator shall be maintained and tested in accordance with operational guidelines of the manufacturer and monitored by the Rosendale Fire Department and the local First Responders Unit. The automatic external defibrillator shall be kept on school property and will not accompany EMS personnel to a hospital emergency room.

**APPROVED: May 20, 2002**

[Back to Top](#)

## **POLICY 731 - ACCESS BADGE AND KEY ISSUANCE**

The Rosendale-Brandon School Board recognizes the following:

- An access badge to the building and a key to the room(s) is necessary to the performance of duties.
- The loss of keys results in the need to change locks to affect security of the buildings.
- The loss of an access badge must be reported to Jill Englund immediately for inactivation of the badge. A found badge may be reactivated at no cost.
- There is a need to keep a record of issuance of access badges and keys to verify security of the buildings.
- Access badges and keys are intended for use by the person they are issued to and are not transferable to others.

The following procedure should be followed in access badge and key issuance:

1. Anyone issued an access badge and/or key(s), employee or non-employee, will be responsible for the loss of said access badge and/or key(s) and will be assessed \$10 for the loss of an access badge, and a maximum of \$1000.00 for the replacement of the lock(s) and lost key(s). This assessment will be per incident.
2. Keys for inside locks will be assigned during that time when the employee needs said key(s) in the performance of their duties on a daily basis.
3. Keys for inside locks necessary for occasional use will be issued on a temporary basis.
4. All keys will be numbered, recorded, and stamped, "Do not duplicate".
5. The original keys will not be issued. They will be retained in the district office for the purpose of making copies.
6. Non-employees will be issued an access badge and/or key(s) only when necessary and only for the time specified on the Building Use Agreement (Policy Rule 830).

**APPROVED: April 27, 1981**

**REVISED AND APPROVED: November 17, 2003**

**REVISED AND APPROVED: December 16, 2013**

[Back to Top](#)

## POLICY 731.1 - VANDALISM

School buildings constitute a significant investment of public funds; therefore, it is in the best interest of students and taxpayers alike to have that investment protected. It is the expectation of the Board that students and staff would take pride in the appearance and condition of district property.

Destruction or vandalism of any property belonging to the taxpayers of the Rosendale-Brandon School District will be paid for or repaired by the offenders. Any student who intentionally or negligently damages school property or equipment shall be held responsible, and shall make restitution to the School District in the amount determined by the building principal. When a student is unable to make this restitution, the student's parent/guardian shall be held responsible. Such an offense may also be turned over to the local authorities at the discretion of the administration. The public schools should be a source of pride to the community. The School Board hopes that community members will assist in keeping it that way, and urges all students, citizens, staff members, and police to report any incidents of vandalism to school property and name(s) of the person(s) believed to be responsible for the act.

Accordingly, the administration will take such steps as are necessary:

- a. Identify the student(s) involved in the violation;
- b. Decide upon disciplinary action, up to and including expulsion, and to assess costs against the students and/or their parents when restitution is required; and
- c. Take constructive actions needed to guard against future student misbehavior directed against school property.

APPROVED: 10/21/02

[Back to Top](#)



## **POLICY 737 - LOCKER ROOM PRIVACY**

The District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

- (1) Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy.
- (2) No one will be permitted to enter into the locker room, or remain in the locker room, to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
- (3) No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.
- (4) No person may use a cell phone to capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

**APPROVED: July 21, 2008**

[Back to Top](#)

## **POLICY 751 - UNUSUALLY HAZARDOUS TRANSPORTATION**

The Rosendale-Brandon School District provides bus and/or van transportation to all areas of the school district, except for students living within the boundaries of the Village of Brandon and the Village of Rosendale.

In the Village of Brandon, the School Board has identified as unusually hazardous student travel along Hwy 49 in the south portion of the village that does not have sidewalk access on at least one side of Hwy 49, and as such transportation is provided.

Other areas designated in the Brandon area: Brandon Road, Cty Rd T (east of Woodward), Cty TC, Dixon Road, East Washington (east of Carlyle Ct), Hwy 49 (South of Clark St. or ¼ mile West of 3<sup>rd</sup> St), Liner Road, Lovejoy Lane, Metovale Road.

Within the Village of Rosendale, Donovan Circle, Wilson Street, Jason Court, the east side of Center Road for the first ½ mile south of Hwy 23, and Rose-Eld Road have been deemed as “unusually hazardous” by the Rosendale-Brandon School District and as such, transportation is provided.

Other areas designated in the Rosendale area: Hill Blvd, Hwy 23 (West of Center Rd or East of Wilson St), Hwy 26 (South Bluemke Rd or North of Rose Eld Rd), Marchant Dr, Paul Dr, Triple Kay, Willow Creek.

A plan is on file pertaining to unusually hazardous areas within the district. If a citizen feels additional areas should be considered, they may file with the school superintendent a written request for consideration of additional areas. Upon filing said request, State laws 121.54 (9) shall be followed.

**APPROVED: October 20, 1980**

**REVISED AND APPROVED: November 20, 2006**

**REVISED AND APPROVED: August 22, 2011**

[Back to Top](#)

## **POLICY 751.1 - SCHOOL BUS STOPS ON DEAD END ROADS**

"School buses will travel all dead end/town roads provided:

1. The roads are passable.
2. School buses will only travel on such roads that have a suitable safe turnaround. It is the responsibility of the homeowner/township to adequately maintain the driveway and turnaround. Repeated failure to adequately maintain the driveway will result in the transportation coordinator establishing a new pickup and dropoff location.

School buses will travel on private driveways only if it is considered more prudent to make a turnaround in the driveway rather to back the bus out on a busy highway.

**APPROVED: 4/21/97**

**REVISED AND APPROVED: 5/21/07**

[Back to Top](#)

## **POLICY 751.2 - SCHOOL BUS/VAN SAFETY PROGRAM**

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation.

The Board of Education supports the need for awareness of safety regulations pertaining to school buses/vans. Emergency evacuation drills will be conducted at least once during each school year. Students, parents/guardians, and bus/van drivers will be acquainted with the rules and regulations concerning safety on school buses/vans.

All vehicles used to transport students shall be maintained in such condition so as to provide safe and efficient transportation service with a minimum of delays and disruption of such service due to mechanical or equipment failure. Buses/vans shall be replaced at such intervals so as to provide good equipment at all times.

**APPROVED: 12/20/04**

[Back to Top](#)

## POLICY 751.2A - ACCIDENT OR BUS/VAN BREAKDOWN PROCEDURES

Each bus/van is to carry an emergency card, which lists telephone numbers to be used to summon help in case of an emergency and be equipped with outside communication devices, i.e. radios, cell phones, etc. Older students may be asked by drivers to summon help. Under no circumstances should the driver leave the bus and students; his/her responsibility is to remain with the students and protect them from injury.

Recommended procedures to be used following an accident or breakdown are as follows:

1. Decide whether students are safe on the vehicle or whether they should be evacuated. If evacuation is necessary, supervise the unloading and give directions to maintain safety. Injured persons should not be moved unless they are in further danger from fire or additional collisions.
2. Set out flags, reflectors, or flares at least 100 feet to the front and to the rear of the bus.
3. Determine what assistance is needed and send two students (if age appropriate) to summon help if communication devices failed.
4. Determine injuries to pupils and administer first aid. Be sure all pupils are accounted for.

Bus/van drivers should be prepared to render emergency assistance to the persons with whom they come in contact as bus/van drivers. They are strongly encouraged to complete an approved program in first aid training and procedures. In case a person is injured, three basic precautions should be observed:

1. Do not move the person unless he is in danger of further injury.
2. Assume that any injury is serious until it is proven otherwise.
3. Wait for the arrival of medical personnel unless temporary care seems necessary.

Some children who ride the school buses or vans have physical conditions, which may cause an emergency on the bus/van. Two common conditions are epilepsy and diabetes. The school and the parents should provide knowledge of such children to the bus/van driver along with direction in case of emergency.

Each school bus/van accident must be reported to both the Division of Motor Vehicles and the Department of Public Instruction within 10 days when someone is injured or property damage exceeds \$400.00. Motor vehicle reports can be obtained from any law enforcement agency. Department of Public Instruction forms are available from the bus contractor or the Director of Transportation.

In the event of a breakdown or other emergency, the bus/van driver should contact the bus contractor and the Director of Transportation. All accidents minor or otherwise, are to be reported to the bus contractor and Director of Transportation.

APPROVED: 12/20/04

[Back to Top](#)

## **POLICY 751.5 - TRANSPORTATION BY PRIVATE VEHICLE**

(Alternative Transportation)

All requests for alternative transportation of students by private vehicle must be submitted to the principal in advance and in writing. The parent or guardian of the participating student will be given the name of the driver and the description of the vehicle. No person shall be approved for the transportation of students in a private vehicle who is not an employee of this District, an approved volunteer, or the parent of a student enrolled in this District. No person under the age of 21 will be an acceptable driver of students.

Only a person shall be permitted to transport students

- who is the holder of automobile liability and personal injury insurance in the amount required by District Rule 751.5A,
- who is the holder of a valid State of Wisconsin Driver License to operate a motor vehicle, and
- who has signed and received approval of the Request for Transportation by Private Vehicle form provided by the District.

The Principal or designee may withdraw the authorization of any private vehicle driver whose insurance is not adequate and/or driver's license not valid.

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver and must conform to registration requirements of the State.

The responsibility of the certified staff members for the discipline and control of students will extend to their transportation of students in a private vehicle. Non-certified staff members are required to report student misconduct to the Principal or designee (Wisconsin Statute 121.52, 121.53).

**APPROVED: 10/25/10**

[Back to Top](#)

## RULE 751.5A - PROCEDURES FOR APPROVED DRIVER TRANSPORTING STUDENTS BY PRIVATE VEHICLE

Administration must determine that transportation by District vehicle is either not available or feasible before a private vehicle is approved. This guideline is to be followed whenever a staff member will be transporting students by a private vehicle. This guideline does not apply if the vehicle is a bus or van chartered from a licensed operator.

### The Approved Driver Must:

- A. Provide copy of valid driver's license from the State of Wisconsin.
- B. Make sure that the intended private vehicle is in proper working condition, seat belts are available for each passenger, and the vehicle is insured for liability in an amount not less than:
  - \$250,000/500,000 Bodily Injury
  - \$100,000 Property Damage
  - \$10,000 Medical Payments
  - \$100,000/300,000 UM/UIM coverage, combined single limit \$300,000.
- C. Provide the school office with a list of names of the students who will be riding in the vehicle.
- D. Obtain written consent from each student's parent using the *Parental Consent for Transportation by Private Vehicle* form (Rule 751.5B). No student shall be allowed to ride in the vehicle without his/her parent's written consent.
- E. Submit *Request for Transportation by Private Vehicle* form (Rule 751.5C) to the principal or designee for his/her approval at least (5) days prior to the trip. Attach the parental consent form to the request form.
- F. Upon return of the vehicle to the school, make sure each student has proper transportation home and remain at school, until all students have left school property.

APPROVED: 10/25/10

[Back to Top](#)

## RULE 751.5B - PARENTAL CONSENT FOR TRANSPORTATION BY VEHICLE

I have reviewed the following information and consent to my child being transported by private vehicle for this purpose.

Purpose of the Trip: \_\_\_\_\_

Date(s) of the Trip: \_\_\_\_\_

Time of Departure: \_\_\_\_\_ Time of Return: \_\_\_\_\_

Owner of Vehicle: \_\_\_\_\_

Driver of Vehicle: \_\_\_\_\_

Description of Vehicle: \_\_\_\_\_

Amount of Liability Insurance of Vehicle: \$ \_\_\_\_\_

The school verifies that the driver has a valid operator's license and a safety belt will be available for your child.

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Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

APPROVED: 10/25/10

[Back to Top](#)



## RULE 751.5C - REQUEST FOR TRANSPORTATION BY PRIVATE VEHICLE

Requesting Staff Member: \_\_\_\_\_

Purpose of the Trip: \_\_\_\_\_

Date(s) of the Trip: \_\_\_\_\_

Time of Departure: \_\_\_\_\_ Time of Return: \_\_\_\_\_

Owner of Vehicle: \_\_\_\_\_

Driver of Vehicle: \_\_\_\_\_

Description of Vehicle: \_\_\_\_\_

Amount of Liability Insurance of Vehicle: \$\_\_\_\_\_

Name of Insurance Company: \_\_\_\_\_

Phone Number of Insurance Company/Agent: \_\_\_\_\_

Expiration of Coverage: \_\_\_\_\_

I, the requesting staff member, have verified the following:

\_\_\_\_\_ There is a safety belt for each passenger.

\_\_\_\_\_ The driver has a valid operator's license in the State of Wisconsin (attach photocopy)

\_\_\_\_\_ Each student's parent has provided written consent to the trip. (Attach form-Rule 751.5C)

\_\_\_\_\_ Proper transportation has been arranged for each student upon return to the school.

\_\_\_\_\_ No other person other than the driver listed above will be driving the vehicle during the trip.

\_\_\_\_\_  
Signature of Staff Member

\_\_\_\_\_  
Date

☐ Transportation Approved

☐ Transportation Not Approved

\_\_\_\_\_  
Principal or Designee

\_\_\_\_\_  
Date

**APPROVED: 10/25/10**

[Back to Top](#)

## **POLICY 751.6 - VAN/BUSSING - OF 4K, 5K, AND EARLY CHILDHOOD STUDENTS**

Students who are in the Early Childhood, 4-year-old kindergarten (4K), and regular kindergarten (5K) programs need special care in van/bussing. In the interest of student safety the following points will be followed by the Rosendale-Brandon School District:

1. A responsible adult and/or responsible older brother or sister must be with the Early Childhood, 4K, or 5K student upon van/bus pick up. If the child is alone, the van/bus will pick up the child and the family will be contacted for future proper safety arrangements.
2. A responsible adult and/or a designated responsible older brother or sister must meet the child at the van/bus stop for child drop off. If the child is crossing the road, the adult and/or responsible older brother or sister should meet the child at the van/bus and walk them across the road.
3. Other special arrangements may be made through direct contact with the District Director of Transportation. Arrangements must be approved by the Director of Transportation and written permission must be on file with the Rosendale-Brandon Director of Transportation.
4. Children who can not be dropped off will be transported back to a District school and supervised at parental expense. The school will attempt to contact the parent.
5. Repeated violations of this policy may result in transportation not being provided for said child.

**APPROVED: July 21, 2008**

[Back to Top](#)

## **POLICY 751.7 - VILLAGE BUS/VAN TRANSPORTATION**

The Rosendale-Brandon School District will not bus students living within the village limits if they are attending a school within that village. Exceptions to this policy are as follows:

1. Students that are living within areas that have been determined as “unusual hazardous transportation areas”.
2. The District will provide transportation at no cost to and from State licensed day care centers located in either village.

**APPROVED:** October 25, 2004

**REVISED AND APPROVED:** August 20, 2018

[Back to Top](#)

## **POLICY 751.8 - VAN / BUS TRANSPORTATION SPECIAL REQUEST**

The Board of Education will have the Director of Transportation provide special request transportation on a case by case basis under the following conditions:

1. The transportation does not represent any additional cost to the school district.
2. There is room on the existing Van or Bus to honor special request transportation.

The Director of Transportation will make the decision to provide the transportation considering the following factors:

1. The most important factor considered by the Director of Transportation shall be: If the student is taking part in Intra-District Limited Open Enrollment Policy 433. This factor supersedes factor #3.
2. The date that Intra-District transportation was requested. If both requests are Intra-District, date of request then will be the determining factor.
3. If the transportation request is not an Intra-District request and all Intra-District requests have been honored, then the date of the remaining special transportation requests will be the primary consideration.

All requests must be made on a yearly basis and all honored requests will terminate at the end of the given school year.

**APPROVED: 10/27/08**

[Back to Top](#)

## **POLICY 751.21 - RECORDING/CAMERAS ON BUS**

The Rosendale-Brandon School District believes that the use of recording devices on busses helps to deter and identify behavior that needs to be addressed for purposes of providing an orderly and safe bus ride. Therefore, the use of recording devices on district routes shall be governed by the following procedures:

1. The recordings are the exclusive property of the Rosendale-Brandon School District.
2. The District Transportation Director of the Rosendale-Brandon School District will determine which bus routes will be recorded and the times of the recording.
3. Placement and removal of cameras and recording devices on busses will only occur under the direction of the Rosendale-Brandon District Transportation Director.
4. Under no circumstances will bus drivers have access to the recordings unless the Rosendale-Brandon District Transportation Director grants them such access.
5. Student confidentiality is extremely important, therefore only the District Transportation Director and those he deems necessary to view the recording will have access to the recordings.
6. Key holders to the camera boxes will be limited to the following: the District Transportation Director, Superintendent, and the owner of the bus company contracted.
7. Recording is only to be done with approval of the Superintendent or Transportation Director.

**APPROVED: December 15, 2003**

**REVISED and APPROVED: October 26, 2015**

[Back to Top](#)

## **POLICY 760 - FOOD SERVICE MANAGEMENT**

Students in the Rosendale-Brandon School District shall have an opportunity to participate in school lunch and milk programs. These programs shall be administered by the district administrator, or designee, in accordance with established guidelines.

Food service prices shall be established by the Board annually. In accordance with federal guidelines, the district shall offer free and reduced price food services to students who qualify.

The Rosendale-Brandon School District shall not discriminate in school-sponsored food service programs on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections       118.13 Wisconsin Statutes  
                                  120.10(16)  
                                  120.13(6) & (10)  
                                  PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: 411 Rule, Student Discrimination Complaint Procedures

APPROVED: May 17, 1993

REVISED AND APPROVED: October 27, 2014

[Back to Top](#)

## **POLICY 763 - NEGATIVE FOOD SERVICE STUDENT BALANCES**

The Rosendale-Brandon School District recognizes the importance of proper nutrition in order for a student to function at the appropriate classroom level.

The Rosendale-Brandon School District also recognizes that the District total of negative balances can create fiscal and political problems. Therefore, when a student's lunch balance has reached a negative \$20, the Rosendale-Brandon School District will do the following:

1. A lunch statement is sent home to the family on Wednesday of the current week informing them of the negative balance.
2. If the balance is not corrected by Tuesday of the next week, the school district will cease issuing the school lunch.
3. Upon the school district ceasing to issue a school lunch, a peanut butter sandwich and a pint of milk will be provided to the student at no charge until payment can be secured.
4. When the family has posted a positive balance in the food service program, the student may again partake in the school lunch program.

**APPROVAL: 2/20/2006**

**REVISED and APPROVED: 10/25/10**

**REVIEWED and APPROVED: 12/19/16**

[Back to Top](#)

## **POLICY 771.1 - APPENDIX L COPYRIGHT POLICY**

It is the intent of the Rosendale-Brandon School District that its staff and students adhere to the provisions of the current copyright laws. Employees and students are to adhere to all provisions of Title 17 of the United States Code, Entitled "Copyrights," and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrights materials. A copy of these guidelines will be available in the information media center of each school in the district.

Legal and insurance protection of the district will not be extended to employees that unlawfully copy and/or use copyrighted materials.

Students who fail to adhere to this policy may be subject to disciplinary action in accordance with the procedures outlined in the student handbook.

**APPROVED: 4/19/04**

[Back to Top](#)



## **POLICY 790 - DISTRICT WELLNESS**

The Board of Education recognizes that good nutrition and regular physical activity affect the health and well-being of the students of the Rosendale-Brandon School District (herein referred to as the District). Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school. As required by law, the Board of Education establishes the following wellness policy.

### **Wellness Policy Leadership**

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#### **Policy Leadership**

The superintendent shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

#### **School Wellness Committee Representatives**

- Administrator
- Physical Education Teacher
- School Food Service Representative
- School Nurse
- Community Member/Parent
- Nutrition and/or Health Education Teacher
- School Counselor
- Curriculum Director

### **Nutrition Standard for All Foods**

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The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of schoolchildren, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

#### **School Meal Programs**

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010 ([www.fns.usda.gov/sites/default/files/dietaryspecs.pdf](http://www.fns.usda.gov/sites/default/files/dietaryspecs.pdf)).
- All meals are accessible to all students.
- Withholding food as a punishment shall be strictly prohibited.
- All meals are appealing and attractive and served in clean and pleasant settings.
- Drinking water is available for students during mealtimes.
- Students are provided at least twenty minutes to eat lunch after being seated.
- All school buildings are "closed" meaning that students are not permitted to leave the school grounds during the school day.
- Lunch shall be served between 11am and -1pm.

#### **School Meal Program Participation**

Shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals;

Shall restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings.

### **Foods and Beverages Sold Outside of School Meals**

All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.

### **Foods Offered/Provided but Not Sold**

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

### **Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers during the school day. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

### **Marketing**

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes Brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

### **Nutrition Education**

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Schools shall provide nutrition education that helps students develop lifelong healthy eating behaviors.

### **Nutrition Promotion**

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School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the school meals environment.

### **Physical Activity**

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The District shall provide students with age and grade appropriate opportunities to engage in physical activity. Elementary schools shall offer at least 30 minutes of recess on all or most days during the school year (early dismissal/late arrival days are exempt). Outdoor recess shall be offered weather permitting.

### **Physical Education**

- All District elementary students in each grade shall have physical education a minimum of three times per week.
- All District elementary students in each grade shall receive at least 90 minutes of physical education per week throughout the school year.
- All District middle school students are required to take the equivalent of one academic year of physical education.
- All District middle school students in each grade shall receive at least 90 minutes of physical education per week throughout the school year.
- All District high school students are required to receive 1.5 credits of physical education prior to graduation.

- All physical education classes are taught by licensed teachers who are certified to teach physical education.
- In health education classes, the District shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.

#### **Other Activities that Promote School Wellness**

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- Students are allowed to bring, and carry throughout the day, approved water bottles filled with only water.
- Staff is not permitted to eat or drink out of branded packaging in front of children (e.g., coffee containers with specific company logos).

#### **Staff Wellness**

- Distribution of an employee health newsletter to promote healthy behaviors.
- Administration of flu shots at school.
- Periodic screening at school for blood pressure, blood cholesterol, body mass index, and other health indicators.

#### **Community Engagement**

The District will work with community partners, including county health department to support district wellness.

#### **Monitoring and Evaluation**

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The Wellness Committee will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture.

**APPROVED: July 24, 2006**

**REVISED AND APPROVED: April 27, 2009**

**REVISED AND APPROVED: August 20, 2018**

[Back to Top](#)

## **POLICY 810 - SCHOOL-COMMUNITY RELATIONS**

The Rosendale-Brandon School Board recognizes that public schools belong to the electors who created them by consent and support them by taxation; schools are no stronger than the intelligent and informed support of the people of the community; and, the support of the electors is based upon their knowledge of, their understanding about, and their participation in the goals and efforts of the school district.

With that in mind, the Board strives to regularly and thoroughly keep the electors of the district informed of policies, programs, problems, and plans through all channels of communication: to invite the advice and counsel of the electors and all school personnel at all levels and in all services of the school system; and to promote a genuine spirit of cooperation between the school board, the school personnel, and the citizens of the district.

**APPROVED: December 7, 1981**

**REVISED AND APPROVED: August 20, 2018**

[Back to Top](#)

## **POLICY 811.1 - PARENT INVOLVEMENT**

The Rosendale-Brandon School District believes that parents are an integral part of their child's education. The policy shall be implemented by the district administrator or designee as set forth in the rules and incorporated into the district's Elementary and Secondary Education Act (ESEA) and Title I plan.

### **District Support for Parent Involvement**

The district shall provide coordination, technical assistance and other support necessary to assist schools in developing strong parent involvement to improve student academic achievement and school performance.

### **Coordination of Parent Involvement Activities with Other District Programs**

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other district and community programs that encourage and support parents in more fully participating in the education of their students.

### **Title I Parent Involvement Guidelines**

As evidence to the Board's commitment to parent/guardian involvement in the Title I program, the Board adopts the following guidelines:

1. The Board delegates responsibility to the elementary school principal for overseeing the coordination of parent/guardian activities to ensure that they have an adequate opportunity to participate in the design and implementation of the Title I program.
2. The district shall provide for parent involvement through the following:
  - Notify each student's parents/guardians in a timely manner that the student has been selected to participate in the Title I program and why the student has been selected.
  - Report to each student's parents/guardians on the student's progress.
  - Provide read-at-home materials and literacy training to parents/guardians to help them promote the education of their child at home.
  - Provide information concerning the Title I program including program planning and evaluation.
  - Conduct annual Title I meetings.
  - Plan and conduct family literacy events each year.
  - Provide meaningful two-way communication between parents/guardians and the schools regarding learning standards and student achievement through school-parent compacts, report cards, conferences, meetings, telephone contacts, notes, and other appropriate means.

**APPROVED: 11/21/11**

[Back to Top](#)

## **POLICY 823 - ACCESS TO PUBLIC RECORDS**

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

The District Administrator is designated as the legal custodian of records for any school district authority. (Except that the high school, middle school, and elementary principals are designated legal custodians for records of their buildings.) The legal custodian shall safely keep and preserve records of the authority and shall have full legal power to render decisions and carry out duties related to those public records maintained by any school district authority. The legal custodian may deny access to records only in accordance with the law. (The legal custodian is authorized and encouraged to consult with the district's legal counsel in determining whether to deny access to a record in whole or in part.)

The following positions constitute a local public office within the School District of Rosendale-Brandon:

District Administrator  
High School Principal  
Middle School Principal  
Elementary School Principal

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

**APPROVED: February 7, 1983**

**REVISED: December 20, 2004**

[Back to Top](#)

## Exhibit 823 (1) - ACCESS TO PUBLIC RECORDS NOTICE TO EMPLOYEES

The District Administrator has been designated as the legal custodian of records of any school district authority, except that the high school, middle school, and elementary school principals are designated legal custodians for records of their buildings.

The legal custodian is vested by the School District of Rosendale-Brandon with full legal power to render decisions and carry out the duties of the School District of Rosendale-Brandon under the public records and property law. Requests for access to records shall be referred to the legal custodian. The legal custodian will determine whether a record of the School District of Rosendale-Brandon must be made available for inspection and/or copying by a requestor, or whether the request may be denied.

The following positions constitute a local public office within the School District of Rosendale-Brandon:

District Administrator  
High School Principal  
Middle School Principal  
Elementary School Principal

APPROVED: February 7, 1983

REVISED: December 20, 2004

[Back to Top](#)

## Exhibit 823 (2) - PROCEDURES FOR ACCESS TO PUBLIC RECORDS

Individuals may have access to public records maintained by the School District in accordance with state law and the procedures outlined below.

### A. Legal Custodian of Records

The Board has designated the District Administrator as legal custodian of records for the District of Rosendale-Brandon. The legal custodian is responsible for the maintenance of all District records under his/her charge and is vested with full legal power to render decisions and carry out the duties of school authorities under the public records and property law.

### B. Accessibility of Records

1. Public records will be available for inspection and copying during regular school hours of 8:00 a.m. to 4:00 p.m.
2. A requester shall be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or his/her designee may require supervision of the requestor during inspection or may impose other reasonable restrictions to maintain the security of the record.

### C. Record Requests

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee. The request must reasonably describe the requested record or the information requested. Record requests may be made orally or in writing.
  - a. Except as noted in (c) below, no request may be refused because the person making the request is unwilling to be identified or to state the purpose of the request.
  - b. Except as noted in (c) below, no request may be refused because the request is received by mail, unless prepayment of a fee is required.
  - c. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence or whenever security reasons or federal law or regulations so require.
2. Upon receiving the request for any public record, the legal custodian of records or his/her designee shall, as soon as practicable and without delay, review the request and determine whether to approve or deny the request. The legal custodian of records or his/her designee shall consider provisions outlined in state and federal laws when making such determinations.
  - a. The legal custodian of records or his/her designee shall restrict access to certain types of District records to the extent required by law. These records include, but are not necessarily limited to, student records and certain types of records of District employees and individuals holding local public office in the District. "Local public office" positions in the District include the following:

District Administrator  
High School Principal  
Middle School Principal  
Elementary Principal



- b. Oral requests may be denied orally unless the requester makes a demand for a written statement of the reasons denying the request within five business days of the oral denial.
  - c. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Written denials must include a statement informing the requester that the denial may be reviewed by a court or upon application to the attorney general or district attorney.
3. The legal custodian of records or his/her designee is authorized and encouraged to consult with the District's legal counsel in making such determinations. If a record contains information that may be made public and information that may not be made public, the legal custodian or his/her designee shall provide the information that may be made public and delete the information that may not be made public from the record before release.

#### **D. Fees**

A requester shall be charged a fee for the cost of copying and locating records as follows:

1. The fee for photocopying shall be 25 cents for each side of a page. The legal custodian of records or his/her designee may waive the fee in the interests of the District.
2. If the form of a written record does not permit copying, the actual and necessary cost of photographing and photographic processing shall be charged.
3. The actual full cost of providing a copy of other records not in printed form on paper, such as films, computer printouts, and audio or video tapes, shall be charged.
4. If mailing or shipping is necessary, the actual cost thereof shall also be charged.
5. There shall be no charge for locating a record unless the actual cost exceeds \$50.00 in which case the entire actual cost shall be imposed upon the requester.
6. The legal custodian of records or his/her designee shall estimate the cost of all applicable fees and may require a cash deposit adequate to assure payment, if such estimate exceeds \$5.00.
7. Elected officials and employees of the District shall not be required to pay for public records they may reasonably require for the proper performance of their official duties.
8. The legal custodian of records or his/her designee may not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by state law. The collection of fees as outlined above is not a sale or rental under these procedures.

**SOURCE: WASB POLICY IDEA 2004**

**APPROVED: December 20, 2004**

**REVISED AND APPROVED: February 18, 2008**

[Back to Top](#)

## POLICY 824.4 - DIRECTORY DATA/INFORMATION

In order to assist schools in planning for school activities, the Rosendale-Brandon School District has designated certain student information as directory data/information.

### Procedure

- A. The following personally identifiable data/information contained in a student's educational records shall be considered directory data/information:
1. student's name
  2. dates of attendance
  3. student's photograph
  4. degrees and awards received
  5. under Title IX Section 9528, to provide military with names, addresses, and telephone number
- B. Parents, guardians and eligible adult students will be notified annually of the district's policies and procedures relating to directory data/information as outlined in established board policy.
- C. Parents, guardians and eligible adult students will be provided the opportunity to opt out of releasing any or all of the District designated directory data/information by completing a **Request to Withhold Directory Data/Information** form available in the student's school office.
1. This form must be submitted to the student's school office within 14 days of the annual notification of rights.
  2. For those parents, guardians and eligible adult students that opt out of the release of any or all of the District designated directory data/information, such directory data/information relating to the student will not be released without prior written consent of the parent, guardian or eligible adult student, unless otherwise provided by law.
  3. The authorization to withhold directory data/information will remain in effect until the beginning of the next school year, or until the parent, guardian, or eligible adult student completes the **Request to Publish Directory Data/Information** form and submits it to the student's school office.
  4. A copy of the **Request to Withhold/Publish Directory Data/Information** form will be forwarded to the registrar's office, and if the child is in an exceptional educational need (EEN) program, a copy will be forwarded to the director of integrated student services. A copy should also be filed in the child's educational record.
- D. Directory data/information relating to students no longer in attendance in the district will not be released if a parent, guardian, or eligible adult student has indicated that such information shall not be released in the year preceding the year in which the student has left the district.

This provision does not apply to the transfer of students to other schools.

[Back to Top](#)

## POLICY 824.41 - REQUEST TO WITHHOLD DIRECTORY DATA/INFORMATION

(Student Information System)

The Rosendale-Brandon School District has declared the following personally identifiable information contained in a student's education records as "directory data/information" pursuant to the Family Educational Rights and Privacy Act and state statute 118.25 (1)(b) and (2)(j):

Student's name, dates of attendance, student's photograph, degrees and awards received, and under Title IX Section 9528, to provide military with names, addresses, and telephone number.

---

I am hereby electing that unless otherwise authorized by law, the Rosendale-Brandon School District may not disclose the "directory data/information" I have noted below:

\_\_\_\_\_ ALL DIRECTORY DATA/INFORMATION

or

Only those items that are checked below:

- \_\_\_\_\_ 1. Student's name  
\_\_\_\_\_ 2. Dates of attendance  
\_\_\_\_\_ 3. Student's photograph  
\_\_\_\_\_ 4. Degrees and awards received  
\_\_\_\_\_ 5. Under Title IX Section 9528, to provide military with names, addresses, and telephone number

**Student's Name** \_\_\_\_\_  
(Please Print) Last First Initial

**Signature:** \_\_\_\_\_  
(Parent/Guardian/Eligible Adult Student)

REVISED and APPROVED: 10/25/10

REVISED and APPROVED: 4/27/15

[Back to Top](#)

## **POLICY 830 - USE OF SCHOOL FACILITIES**

The Rosendale-Brandon School Board recognizes the need for school buildings to be used by civic, educational, recreational, and other non-partisan groups or organizations for purposes that do not interfere with the prime use thereof.

The Rosendale-Brandon School Board desires a uniform procedure throughout the school district to provide for the use of school facilities and comply with all Wisconsin State Statutes regarding public school utilization.

The Rosendale-Brandon School Board will permit the utilization of school buildings by civic, educational, recreational, and other non-partisan groups or organizations providing all rules and procedures are strictly adhered to.

**ADOPTED BY THE ROSENDALE-BRANDON SCHOOL BOARD ON DECEMBER 7, 1981**

**REVISED AND APPROVED: 3/17/03**

**REVISED AND APPROVED: 6/21/10**

**REVISED AND APPROVED: 11/21/11**

**REVISED AND APPROVED 8/25/14**

[Back to Top](#)

## RULE 830 - BUILDING USAGE RULES AND PROCEDURES

This form must be submitted to the school office **at least three days** in advance of the scheduled event. The administration is responsible to consider permission for the use of all school facilities.

### I. BUILDING USE REQUEST:

Name, address, and telephone number of person requesting use of the building:

\_\_\_\_\_  
\_\_\_\_\_

Requesting organization: \_\_\_\_\_

Room(s) \_\_\_\_\_ at BR RP RI LHS CHS

Explanation of the activity being conducted: \_\_\_\_\_

\_\_\_\_\_  
Date(s): \_\_\_\_\_

Event start time: \_\_\_\_\_ Event end time: \_\_\_\_\_ 2-hr max duration unless otherwise approved

Will participants at this event be charged admission, camp fee, club fees, or other? Explain: \_\_\_\_\_

\_\_\_\_\_  
Is the activity exclusive to Rosendale-Brandon students? \_\_\_\_\_

#### OFFICE USE ONLY

A fee of \$ \_\_\_\_\_ (\$50 per hour) is charged and must be paid prior to issuance of access badge.

Reason a fee is not being charged: \_\_\_\_\_

### II. INSURANCE

School-sponsored organizations are under the direct supervision of the district and are covered by the district's regular insurance policies. Non-school-sponsored organizations operate independently of the district. The district may require non-school-sponsored organizations to obtain special insurance coverage when:

- The activity planned is unrelated to the normally expected use of the school facility; or
- The activity is determined by the administration to be a high-risk activity.

When a non-school sponsored user is required to provide insurance, the district shall be named as an additional insured on the user's policy. Certificates of general liability insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate insurance shall be required in advance of the activity.

### III. FACILITY ACCESS

An Access Card will be issued to the requestor based on the approved information listed above and payment of applicable fee(s). A deposit of \$25 is required for the Access Card, which will be held until the Access Card is returned to the issuing school office. The requestor understands this deposit is forfeited if the badge is not returned within two (2) weeks of last approved access date. If the Access Card is missing or stolen, immediately contact Jill Englund at the District Office, 920-872-2851.

### IV. RULES GOVERNING USE OF SCHOOL FACILITIES

- Building Usage Rules and Procedures, Policy Rule 830 must be filled out quarterly, and no sooner than the 15<sup>th</sup> of the quarter's ending month.
- No reservation will be made until this application is returned with proof of insurance, if required, and approved by the school's senior administrative official.

- All programs shall be planned so they do not interfere with the regular day school schedule or other scheduled activity.
- The district reserves the right to refuse any application for school usage. One reason for denial of application may be if previous use had been detrimental or unacceptable.
- The activity shall not extend beyond the dates and hours approved in this request.
- The activity shall be restricted to the area for which permission is granted.
- Laconia's gym and cafeteria are considered one area. The gym may not be used if the cafeteria is already reserved for use.
- No school property or equipment is to be altered, used, or removed from the premises without prior permission.
- The requestor and named organization are responsible for moving their equipment into and out of the building.
- The access card is not transferable and can only be used by the requestor named on this form.
- No building doorways are to be held open with a stone, a stick, a broom, etc., for others to enter. The requestor, or a person appointed by the requestor, must stand present at doorway to allow access to others until all members are present.
- **The requestor must be present before the activity is to start, during the entire activity, and remain with the group until all have left. The requestor is responsible for making sure all areas used are clean, lights are turned off, and building doors are latched and locked at the end of the activity.**
- When Kitchen use is requested, a minimum charge of \$25 for cleaning must be paid prior to card issuance. If more than one (1) hour of cleaning and sanitizing is needed, \$25 per additional hour will be charged.
- Where custodial assistance must be hired, a charge will be made and must be paid prior to issuance of access card.
- Room(s) or facility used by requestor will be carefully examined after use. The requestor will arrange for prompt payment of any loss or damage occurring as a result of use of school property.
- Unlawful activities are not allowed.
- Smoking is not permitted.
- Drinking of alcoholic beverages is not permitted.
- School authorities must have free access to all rooms at all times.
- Building usage is revocable at any time by school authorities.

I agree, and have the authority on behalf of the above indicated organization, that all members and guests will observe the above regulations and we, individually, and as an organization, will assume full financial responsibility for any and all damages done to school property during the above indicated period of use. I also agree, and have the authority on behalf of the indicated organization, that our organization will assume full responsibility, financial and otherwise, for any and all costs associated with injury, harm, negligence, disability, death, or damage to person or persons due to participation in said activity on school grounds. I also agree, and have the authority on behalf of said organization, that our organization will at all times hereafter agree to indemnify the Rosendale-Brandon School District against any loss, damage or expense of any kind, which said school district may sustain or incur because of use of the school facilities by our organization and we will further hold said school district harmless for loss of any kind in connection therewith.

Requestor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approving Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Dining Use Fee Paid

☐

☐ Badge Access Deposit Paid

☐
☐

REVISED and APPROVED: December 15, 2014

REVISED and APPROVED: October 26, 2015

[Back to Top](#)

## POLICY 831 - PUBLIC CONDUCT ON SCHOOL PROPERTY

No person on school property shall:

- Injure or threaten to injure the person of another.
- Damage the property of another or of the District.
- Conduct him/herself in such manner as to impede, delay, or otherwise interfere with the orderly conduct of the educational program of the District or any other activity taking place on school property which has been authorized by the Board of Education, district administrator, building principal or other authorized District employee.
- Enter upon any portion of school premises at any time for purposes other than those which are lawful and/or authorized by the Board.
- Violate other rules and regulations adopted by the Board or administration designed to maintain public order on school property.

Individuals who violate this policy are subject to police referral or other legal action. In addition, students who violate this policy will be subject to suspension or expulsion pursuant to the provisions of state law or other appropriate penalties as may be determined. Suspension and expulsion proceedings for students shall be governed by current State statutes.

APPROVED: 10/23/95

[Back to Top](#)

## POLICY 831.1 - TOBACCO FREE SCHOOLS

The School Board is dedicated to providing a healthy, comfortable and productive environment for students, staff, spectators and visitors. It is the intention of the District to maintain tobacco-free schools.

- The Board believes that education has a central role in establishing patterns of behavior related to good health and supports classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties include tobacco use prevention content.
- Students are prohibited from possessing or using tobacco and nicotine products (including electronic cigarettes, nicotine vaporizers/pipes, etc.) at all times in all school buildings, on all school premises, while attending or participating in a District-sponsored function, and at any other time that a student is under the supervision of school district authority.
- All persons other than students are prohibited from using tobacco, electronic cigarettes or other nicotine products not used as part of a smoking cessation program (as defined in state law) at all times in all school buildings, on all school premises, and while attending any District-sponsored function not on District property where the District controls attendance/access to the event or activity. In addition:
  - District employees are further prohibited from using such prohibited products in connection with a District-sponsored function when students are present and the employee is acting in the scope of their employment.
  - Authorized agents of the District (e.g., authorized volunteers or chaperones) are further prohibited from using such prohibited products in connection with a District-sponsored activity when students are present and the person is performing their role as an authorized agent of the District.
- Tobacco and nicotine product advertising and promotional products are prohibited on school premises, in school publications, and at all school-sponsored functions. In addition, no student shall be permitted to wear any clothing that depicts, promotes or advertises tobacco or nicotine products (including electronic cigarettes) while on school premises and at school-sponsored functions.

School employees, students and members of the public shall be notified of this policy through such means as student and staff handbooks, school newsletters and posted notices at all school entrances and other prominent locations on school premises.

Violation of the tobacco or nicotine product prohibitions outlined in this policy by students and staff will result in school disciplinary actions. In addition, information about tobacco cessation and related services will be provided to students and staff who violate the policy.

Members of the public who violate the tobacco or nicotine product use prohibitions outlined in this policy will be asked to discontinue such use or leave the premises. Law enforcement officials may be contacted as necessary and appropriate.

### Legal References:

#### Wisconsin Statutes

|                                      |                                                                |
|--------------------------------------|----------------------------------------------------------------|
| <a href="#">Section 101.123</a>      | [smoking prohibited in enclosed places]                        |
| <a href="#">Section 120.12(20)</a>   | [school board duty to prohibit tobacco use on school premises] |
| <a href="#">Section 134.66(1)(f)</a> | [definition of nicotine product]                               |
| <a href="#">Section 139.75(12)</a>   | [definition of tobacco products]                               |

#### Federal Laws

|                                          |                                                                                    |
|------------------------------------------|------------------------------------------------------------------------------------|
| <a href="#">Pro-Children Act of 2001</a> | [smoking prohibited in indoor facilities providing education services to children] |
|------------------------------------------|------------------------------------------------------------------------------------|



APPROVED: December 17, 1984

REVISED AND APPROVED: April 22, 2002

REVISED AND APPROVED: August 20, 2018

[Back to Top](#)

## **POLICY 831.2 - WEAPONS ON SCHOOL PREMISES**

No person shall possess or use a weapon or look-alike weapon in school buildings on school premises, in a District-owned vehicle or at any school-sponsored function or event.

A weapon is defined as a firearm (loaded or unloaded), knife, razor, martial arts device, explosive device, metal knuckle or any other object which is used or intended to be used to inflict bodily harm. According to current State Statutes a look-alike weapon is defined as a toy gun, water gun, non-working replica of a weapon, cap gun, popper, war souvenir or any other object which could reasonably be mistaken for an actual weapon regardless of whether it is manufactured for that purpose.

The following are two exceptions to this policy:

1. Weapons under the control of law enforcement personnel; and
2. Weapons that are registered and handled in a legal manner for the purpose of education as authorized by the principal.

Weapons or look-alike weapons confiscated from a student shall be reported to parent/guardians and to law enforcement authorities, and disciplinary measures shall include a written record of the immediate suspension and referral at the principal's discretion to the Board of Education for possible expulsion from school.

Employees violating this policy shall be disciplined in accordance with employee policies and bargaining agreements and shall be referred to law enforcement officials for prosecution.

Any other person violating this policy shall be referred to law enforcement officials for prosecution.

This policy shall be published annually in all District student and staff handbooks.

**APPROVED: 10/23/95**

[Back to Top](#)

## **POLICY 835 - SCHOOL WEBSITE ACCESSIBILITY**

The Rosendale-Brandon School District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the Rosendale-Brandon School District's website will conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level A conformance, or updated equivalents of these guidelines.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

### **Website Accessibility**

With regard to the District website and any official District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the Rosendale-Brandon School District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

All existing web content produced by the District, and new, updated and existing web content provided by third-party developers, will conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level A conformance, or updated equivalents, by August 31st, 2018. This Regulation applies to all new, updated, and existing web pages, as well as all web content produced or updated by the District or provided by third-party developers.

The District Technology Director will be responsible for reviewing and evaluating new material that is published by media center specialists, district secretary, the Superintendent, or our webmaster, and uploaded to the website for accessibility on a periodic basis. The District Technology Director, will be responsible for reviewing all areas of the Rosendale-Brandon School District's website and evaluating its accessibility on a periodic basis, and at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

### **Website Accessibility Concerns, Complaints and Grievances**

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official District/School web presence that is developed by, maintained by, or offered through the Rosendale-Brandon School District, third party vendors and/or open sources may complain directly to a school administrator, or the school or District webmaster. The initial complaint or grievance should be made using the Website Accessibility Complaint/Request Form, however, a verbal complaint or grievance may be made. When a school administrator or District webmaster receives the information, they shall immediately inform the District Technology Director.

Whether or not a formal complaint or grievance is made, once the District has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The Complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that he/she was unsuccessful in accessing.

Complaints should be submitted in writing, via email to the District Technology Director, or by completing the website complaint form. To file a complaint or grievance regarding the inaccessibility of the Rosendale-Brandon School District's public website content, the Complainant should submit a description of the problem, including:

- Name

- Address
- Date of the Complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired

Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the District Technology Director or another person designated by the Superintendent. The student, parent, or member of the public shall be contacted no later than five (5) working days following the date the District Technology Director receives the information. The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the time-line may only be approved by the Superintendent.
- The District Technology Director/Designee shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The District Technology Director/Designee shall contact the Complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.
- A record of each complaint and grievance made shall be maintained at the District Office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

#### Website Accessibility [Complaint/Request] Form

Date of [Complaint/Request]:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Website address (or location) of accessibility problem: \_\_\_\_\_

Description of the problem encountered:

\_\_\_\_\_

\_\_\_\_\_

Solution desired: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for bringing this matter to the Rosendale-Brandon School District's attention. You may be contacted if more information is needed to process your complaint/request. The investigation process is typically completed within fifteen (15) working days from the date it was received.

Signature:

APPROVED: August 20, 2018

[Back to Top](#)

## POLICY 836 - ROSENDALE-BRANDON SCHOOL EQUIPMENT REQUEST

The Rosendale-Brandon School Board recognizes the contributions of the citizens and employees of the district in supporting and maintaining their schools. Due to the school board's recognition of contributions by the citizens and the employees, the school board will consider a district citizen's and employee's request for use of school equipment.

All requests must be approved in writing PRIOR to the equipment being used.

Approval or denial of the request will be subject to the sole discretion of the building administrator from which the equipment request is being made. All equipment requests must be made by filling out the proper forms and documentation and accepting the responsibility that goes with said request.

Equipment that may not be loaned to others:

- Any motorized vehicles, including trucks, vans, cars, tractors, lawn mowers, snow blowers, etc.
- Trailers
- Spartan sports chairs

Equipment being requested: \_\_\_\_\_

Date to be checked out: \_\_\_\_\_

Date to be returned: \_\_\_\_\_

I agree to adhere to the following conditions when checking out school equipment.

- Make sure equipment is in working order before returning it.
- Be responsible for anything that happens to the equipment while I have it checked out.
- Understand that if I return this equipment and it is damaged, I am responsible for any damage.
- If this equipment is lost or stolen during the time I have the equipment checked out, I am responsible for the replacement value of the equipment.

Name (Please Print): \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant Signature: \_\_\_\_\_

Indicate by circling:      Administrative Permission Granted      Administrative Permission Denied

Building Administrator Signature: \_\_\_\_\_

*\*All technology equipment must also be approved by the Technology Coordinator.*

Equipment return check completed by: \_\_\_\_\_

Equipment found to be acceptable: (Yes or No) If no, please explain what is wrong and any costs involved.

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APPROVED: 10/25/10

[Back to Top](#)

## **POLICY 837 - USE OF LACONIA HIGH SCHOOL AUDITORIUM**

It is the School Board's desire that the public be allowed to use the Laconia High School Auditorium. The standard fee, as noted on Policy Rule 830 Building Usage Rules and Procedures, applies when the auditorium is used without use of the stage lights and sound system. An additional fee of \$15 per hour is applied when the requestor desires to include the use of the lights and sound system. This additional charge is applied to a trained and approved person who will operate the lights and/or sound during the requestor's event. Despite background, persons who have not been trained and approved by the district are not allowed to access the control room and/or operate equipment.

Policy Exhibit 837 *Application for Use of the Laconia High School Auditorium* must be filled out prior to use of the Laconia Auditorium.

**APPROVED: AUGUST 25, 2014**

[Back to Top](#)

## Exhibit 837 (1) - APPLICATION FOR USE OF LACONIA HIGH SCHOOL AUDITORIUM

This application must be submitted to the principal's office at least ten days in advance of the scheduled event. Within one week of submitting, you will receive a copy which will indicate whether or not your request has been approved.

Please check below the areas needed, since only the area you check will be made available. Under no circumstances will children be permitted in the building without adult supervision. The applicant whose signature is listed below is responsible for the auditorium area.

PLEASE NOTE: School activities must get first priority on auditorium usage. The school system retains the right to "bump" outside groups when deemed necessary to conduct a student centered program.

NAME OF SPONSORING ORGANIZATION \_\_\_\_\_

TYPE OF ACTIVITY:

Date(s) Auditorium will be used: \_\_\_\_\_

Event start and end time: \_\_\_\_\_

Will admission charge or collection be taken? \_\_\_\_\_

SPECIAL REQUESTS OR NEEDS:

\_\_\_\_\_ Coat Rack (free of charge)

\_\_\_\_\_ Podium (free of charge)

\_\_\_\_\_ Risers (free of charge)

\_\_\_\_\_ Stage Lighting and or Sound System (\$15 per hour charge for a district approved sound/lighting person)

\_\_\_\_\_ Other – Please Specify

Since the auditorium must be left in the same condition in which it was found, the person responsible must be listed below with a phone number and address.

Person responsible:

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Approved      Denied

\_\_\_\_\_  
Signature of Requestor

\_\_\_\_\_  
Signature of Principal

APPROVED: AUGUST 25, 2014

[Back to Top](#)



## POLICY 838 - DRONES/UAVs AT ROSENDALE-BRANDON SCHOOL DISTRICT

Drones/UAVs are not allowed over Rosendale-Brandon School property at any time without approval from the Rosendale-Brandon School District Administration.

The Rosendale-Brandon School District policy for Unmanned Aerial Vehicles (UAVs) or drones focuses on public safety and the facilitation of event planning and administration.

The use of drones/UAVs for any purpose at Rosendale-Brandon events may be permitted at Rosendale-Brandon outdoor events only, provided the following conditions and requirements are satisfied:

- A. Drone operation at Rosendale-Brandon events requires Certificate of Authorization (COA)—or the necessary 333 Exemption - as issued by the FAA when required by law, and advanced written consent (at least 24 hours) from the District Superintendent, Building Principal, or Athletic Director.
- B. A signed agreement holding Rosendale-Brandon harmless from any claims of harm to individuals or damage to property. In addition, UAV operators must provide proof of insurance with liability limits of not less than \$1 million that identifies the Rosendale-Brandon School District as additionally insured.
- C. UAV controllers must maintain line of sight at all times during operation and are prohibited from flying UAVs over playing surfaces, seating and spectator areas where and when people are present, as well as event parking areas where and when people and vehicles are present.
- D. UAV controllers and their employers are responsible for ensuring operators are trained in the use of the drone that they will operate. UAV operators must be aware of the risks that include, but are not limited to, personal injury and property damage caused by the UAV as a result of weather, operator error or judgment, and failure of device systems and equipment.
- E. When recording or transmitting visual images,\* UAV controllers must avoid areas reasonably considered private in accordance with social norms. These areas include, but are not limited to, restrooms, locker rooms, individual residences and health treatment rooms. In Wisconsin, it is a misdemeanor to use a drone to “photograph, record, or otherwise observe another individual in a place where the individual has a reasonable expectation of privacy.” (Wis. Stat. § 942.10).

Rosendale-Brandon host managers shall refuse admission to any individual or group attempting or intending to use a UAV without authorization. Rosendale-Brandon host managers are authorized to suspend play, if necessary, to remove and confiscate any authorized or unauthorized use of a UAV in prohibited areas during Rosendale-Brandon events.

Failure to follow this policy may result in Rosendale-Brandon sanctions, as well as local, state and federal penalties if applicable.

This policy will be updated as deemed necessary to reflect changes in Rosendale-Brandon administrative policies, as well as federal, state and local regulations.

Drone Requirement Checklist at Rosendale-Brandon School District:

- ☐ FAA approval with Certificate of Authorization or necessary 333 Exemption
- ☐ Rosendale-Brandon Staff approval
- ☐ Proof of insurance as required by this policy
- ☐ Statement that the operators are trained in the use of the UAV

*\* Any unauthorized use of any transmission, internet stream, photo, image, film, video tape, audio tape, play-by-play depiction or description of any competition and/or game action is prohibited without written consent of the Rosendale-Brandon School District. All "Real-time," or tape-delayed audio, video or textual transmission of play-by-play is exclusive property of the Rosendale-Brandon School District and rights-granted entities. Any account/transmission of real-time video, audio or textual play-by-play is prohibited on-site or off-site without consent of the Rosendale-Brandon School District.*

APPROVED: October 26, 2015

[Back to Top](#)

## **POLICY 839 - COMMUNITY MEMBERS NETWORK ACCEPTABLE USE**

In accordance with the Children's Internet Protection Act, December 2000, the Rosendale Brandon School District has revised all of the acceptable use policies to comply with all federal requirements. Every Rosendale Brandon School District employee, student, and community member will be required to sign an acceptable use policy. Users are encouraged to learn and use available technology resources in a creative and productive way. However, there are some limitations on how these resources may be used.

### **RATIONALE/PHILOSOPHY**

In the information age, the acquisition of information-gathering skills demands the ability to access information electronically. The Rosendale Brandon School District is pleased to offer staff, students, and community members access to technology and information as a means to promote lifelong learning as well as educational and organizational excellence.

### **INTERNET USES**

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication among students, employees of Rosendale-Brandon School District, parents, and community members. The School District desires to provide electronic mail service, electronic conferencing, global information resources via the World Wide Web, to community members serving the District at no cost. As such, the District staff and community members are responsible for modeling, conveying and discussing responsible behaviors associated with Internet access with their students and children. Community members are accountable for all activities conducted while on-line.

All Internet or computer equipment use shall be consistent with the purposes, goals, and policies of the School District. It is imperative that users of the Internet or computer equipment conduct themselves in a responsible, ethical, moral, and polite manner. All participants must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

### **IMPERMISSIBLE INTERNET & COMPUTER EQUIPMENT USES**

The following uses of the Internet & computer equipment are prohibited:

- Any violation of applicable school or district policy or public law by such use;
- Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
- Any attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations) is forbidden;
- Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, illegal or otherwise inappropriate images or information, or receiving such information from others;
- Any commercial use, product advertisement, display of private information, or promotion of political candidates;
- Any violation of copyright, trade secret or trademark laws;
- Any attempt to damage, disrupt or interfere with the use of any computer electronic information resources or services;
- Any attempt to access information beyond the users authorized access to any electronic information resource;
- Any destruction, defacement, theft, or altering of school district equipment;
- Any storing or accessing of illegal, inappropriate, or obscene material on district owned electronic equipment;
- The permitting of any student access to electronic grade books or other confidential information;
- Any excessive non-work related computer use during work hours;

### **PRIVILEGE**

The use of the Internet and computer equipment within the School District is a privilege. Violation of this policy can result in the loss of computer access privileges. The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services.

## **DISCLAIMER OF ALL WARRANTIES**

The School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, failure to deliver data, mistaken deliveries, viruses, backup device failure, or service interruptions caused by the School District or the Internet provider or by the users error or omissions. Use of any information obtained via the Internet is at the user's own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

## **SECURITY**

Rosendale-Brandon School District will implement security procedures on Internet access to protect students from seeing objectionable materials and to prevent unauthorized individuals from gaining access to our network. Community members are responsible for the security of their computer equipment, files and passwords. Sharing of any usernames or passwords to anyone is not permissible and may result in the lost of account privileges. Community members will be held accountable for any activity under their user account. Any security violations by users must be reported to school/site administrators.

## **ENCOUNTER OF CONTROVERSIAL MATERIAL**

Internet users may encounter material that is controversial or that the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet, to control access to all data, which a user may discover. It is the user's responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

## **TERMS OF USE**

- Only residents of the School District, Board of Education members, and limited external organizations qualify for Internet access under this policy.
- Only the authorized users who have signed the user agreement shall have Internet access. Users are ultimately responsible for all activity while using the Internet.
- All Internet or computer equipment access by a community member is automatically terminated at the end of the school year (June). Community members must sign another agreement to renew their privileges.
- All student computer use must be supervised. Community members who supervise students with access to computer equipment must be familiar with the Rosendale-Brandon School District Student Computer Acceptable Use Policy and be willing to enforce it. Community members must appropriately secure rooms and areas where school computer equipment is housed.

## **PENALTIES FOR IMPROPER USE**

Any violation of this policy or applicable state and federal laws may result in disciplinary action (including the possibility of termination of privileges) and/or referral to legal authorities. The site administrator/supervisor or systems administrator may limit, suspend, or revoke access to electronic resources at any time. The District will cooperate fully with local, state, or federal officials in any investigation concerning any illegal activities conducted through the District's network.

## **USER AGREEMENT –**

**PLEASE TURN IN TO YOUR BUILDING MEDIA SPECIALIST**

I understand and will abide by the Rosendale-Brandon School District Community Members Network Use Policy. I further understand that any violations of the above Computer Acceptable Use Policy, when using district electronic information resources, may result in the loss of my access privileges and/or other disciplinary or legal action. This action may include, but not be limited to, suspension of network privileges. I, therefore, agree to maintain high ethical standards and to report any misuse of the electronic information resources to my site administrator/supervisor or systems administrator. I understand that my name and picture may appear on the district web site, and I grant permission for my image to appear in school videotapes.

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
(Please Print)

\_\_\_\_\_  
Signature

**APPROVED: APRIL 23, 2007**

[Back to Top](#)

## **POLICY 840 - PUBLIC GIFTS TO THE SCHOOLS**

The Board may accept and use any bequest or gift of money or property or memorials for a purpose deemed by the Board to be consistent with district goals. Any gift presented to the district should be accompanied by a letter from the donor for official action and recognition of the Board.

Acceptance of a bequest, gift of money, property, or memorial shall be recommended to the Board of Education by the superintendent if he/she determines that the nature of the item is consistent with the educational goals and policies of the school district of Rosendale-Brandon and is in the best interest of the district.

To be accepted, a bequest, gift, or memorial shall:

- Have a purpose consistent with those of the school;
- be offered by a donor acceptable to the Board,
- not begin a program which the Board would be unwilling to continue when gift or grant funds are exhausted
- not bring undesirable or hidden costs to the district;
- place no restrictions on the school programs;
- not be inappropriate or harmful to the best education of students;
- not be in conflict with any provisions of policy, school code or public law
- plaques and markings must have Rosendale-Brandon School District approval.

All bequests, gifts of money, or property or memorials will become school property to be used at the discretion of the Rosendale-Brandon School District unless otherwise specified in the bequest, gift, or memorial.

The Rosendale-Brandon School District shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, color, religion, gender, sexual orientation, age, national origin, ancestry, creed, disability, military or veteran status, political affiliation, pregnancy, marital or parental status, physical, mental, emotional or learning disability or hardship, or other basis prohibited under state and federal law. Discrimination complaints shall be processed in accordance with established procedures.

**LEGAL REF.:** Sections 118.13 Wisconsin Statutes  
118.27

PI 9.03(1) of the Wisconsin Administrative Code

**CROSS REF.:** 411 rule, Student Discrimination Complaint Procedures

**APPROVED:** May 17, 1993

**REVISED AND APPROVED:** February 18, 2002

**REVISED AND APPROVED:** October 27, 2014

[Back to Top](#)

## **POLICY 851 - ADVERTISEMENT SIGNS ON ATHLETIC FIELD FENCES**

The school district allows advertising on athletic field fences if they meet the established signage requirements. The signs must be laminated or finished in a way to be water-repellent. Advertisements included on the signs need to conform to the district's advertising policy and advertisements must be approved for display by the Athletic Director. Advertising space on athletic field fences is sold during the spring and fall sports seasons at a rate determined by each program. No signs are sold for the winter season or will be placed in the gymnasiums.

Signs may be kept from year to year by the organization and re-posted again the following year if the fees are paid for each of the years. Signs no longer in quality condition as determined by the Athletic Director must be remade.

Funds generated through such sales will be deposited in Fund 21 for athletic program activities as additional revenue to be used at the discretion of the Coach.

### **CRITERIA**

The following criteria must be adhered to in approving any advertisement.

- The paid advertisement must not conflict with District and Board policies.
- The paid advertisement must not adversely affect the District's reputation or image.
- The paid advertisement must not directly target District students.
- The paid advertisement must not promote the engagement of illegal activity.
- The paid advertisement is not contrary to the ethical principles and beliefs of the District or Board.
- The paid advertisement does not create an endorsement of a political cause, political activity, candidate for a political office or political position, etc.
- The paid advertisement does not appear to exploit or demean a person based upon, among other things, the person's protected status.
- The paid advertisement must not promote the use of drugs, tobacco products, gambling or alcohol.
- The paid advertisement must not promote the consumption of unhealthy food choices.
- Acceptance of the paid advertisement does not conflict with the mission of the District or the District's curriculum and/or instructional program.
- Acceptance of the paid advertisement must be consistent and compatible with District and Board priorities and educational objectives.
- Acceptance of the paid advertisement must have a neutral or positive effect on the District, individual schools, students, employees and the community.
- The paid advertisement will positively affect the fiscal condition of the District and will not put financial limitations on the District.
- The Athletic Director could determine in-kind donations to be put toward lease of a sign.

**APPROVED: AUGUST 25, 2014**

**REVISED and APPROVED: FEBRUARY 21, 2022**

[Back to Top](#)

## POLICY 860 - VISITORS TO THE SCHOOL

The School Board believes that there are many potential benefits that can result from increased interaction with families and the public and, therefore, encourages parents and other community members to visit the District's schools. At the same time, the Board has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and protecting the District's facilities and equipment from misuse or vandalism. A balance must be achieved between the potential benefits and risks associated with the presence of visitors in school buildings. Achieving the desired balance will lead to increased parent involvement, a better understanding of how the school district operates and the challenges facing the school district, and an increased sense of collaboration and cooperation between the community and the schools.

Building principals 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 principals shall consider the purpose of the visit, the impact of the visitor's presence, and the relationship of any visitor to the students.

Since the building principal is responsible for helping ensure the safety of all persons in the school and for maintaining a school environment conducive to learning, all visitors must report to the school office for a visitor's pass before going anywhere in the building or on school property during the school day. The school day is defined as 7:30 a.m. through 4:00 p.m. The building principal may designate exceptions to the requirement to visitors report and register in the school office in connection with dropping off / picking up their child, a school performance, assembly, or similar event that is open to members of the community and that occurs during the school day. The superintendent or designee may also authorize other exceptions.

For purposes of this policy, any person other than a district student or a district employee who is present on school premises is regarded as a visitor. Visitors may include parents / guardians of students, school board members, school volunteers, invited speakers, vendors, representatives of the news media, students not enrolled in or attending courses in the Rosendale-Brandon School District, interested citizens, etc.

It is prohibited, except as herein provided, for any person, between the hours of 10 p.m. and 6 a.m., to enter into and remain on any public school grounds within the school district without obtaining a written permit/facilities use agreement from the school principal or district administrator/designee. Such permit/agreement shall authorize the holder thereof to conduct school authorized business on the school grounds for a given period of time on the date as designated within the permit. School board members, school employees, and personnel performing work for the school shall be exempt from this permit requirement.

State law specifically prohibits registered sex offenders from being on public school premises unless they have notified the District Administrator or designee of the date, time and place of their visit to school premises, or they fall under one of the exceptions to providing such school administrator notification outlined in state law. "School premises" include any school building, grounds, recreation area or athletic field or any other property owned, used or operated for school administration. It is the responsibility of the registered sex offender to provide the required school administrator notification. After receiving the required prior notification, the District Administrator or designee shall determine whether the registered sex offender will be allowed to be present on school premises for the proposed purpose or event and determine any conditions that may be placed on such permission for the safety of other persons present in the school environment.

School personnel shall seek to assure that parents and other visitors are welcomed in an appropriate and courteous manner and that sincere efforts are made to provide them with such information and assistance as may be needed to foster a cooperative relationship between home, school and the community.

All visitors to the schools shall comply at all times with District policies and school rules. The building principal 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.

#### Legal References:

##### Wisconsin Statutes

[Section 118.07\(4\)](#)

[school safety plans]

[Section 120.12\(1\)](#)

[school board duty; care, control and

management of school district property]

[Section 120.13\(35\)](#)

[school board power; authority to set rules

governing individuals' presence in school buildings]

[Section 120.44\(2\)](#)

[school board powers and duties; unified school

districts – include this reference only if classified as a unified school district]

[Section 121.02\(1\)\(i\)](#)

[school district standard; provide safe and healthful facilities]

[Section 301.475](#)

[sex offender's presence on school premises;

school administrator notification required]

APPROVED: October 23, 1995

REVISED AND APPROVED: August 20, 2018

[Back to Top](#)

## POLICY 881.5 - PARENT/ORGANIZATIONAL INVOLVEMENT IN STUDENT ACTIVITIES

### Homecoming Activities

The Rosendale-Brandon School District desires that Homecoming activities be provided with the students' health, safety and welfare kept uppermost in the minds of the planners. The School Board does not approve of any activity which could endanger the health, safety and welfare of any student, faculty member or citizen of the community.

The Laconia High School principal shall give consideration to the health, safety and welfare of all students, faculty members and members of the community when approving any and all Homecoming activities. The parade is open to any registered student organization, academic department, alumni group or student sports team with prior approval from the principal or designee.

**APPROVED: April 28, 2008**

[Back to Top](#)

**POLICY 882 - STUDENT INTERVIEWS**

The School District of Rosendale-Brandon recognizes that cooperation with law enforcement agencies is necessary for the education and protection of the students, for maintaining a safe school environment and for safeguarding all school property. At the same time, the District recognizes the need to minimize disruptions in the educational process and to provide for concerns of parents/guardians regarding the welfare of their children.

Both the District and law enforcement agencies recognize that it is desirable that police interviews of students take place away from the school setting. However, both the school and law enforcement agencies recognize that it is not always possible to carry out these responsibilities in such manner. When it is necessary for students to be interviewed in the school setting, school officials and law enforcement officers shall abide by established District procedures.

|             |               |                                         |                    |
|-------------|---------------|-----------------------------------------|--------------------|
| LEGAL REF.: | Sections      | 48.19                                   | Wisconsin Statutes |
|             |               | 48.981(3)(c)                            |                    |
|             |               | 118.125                                 |                    |
|             |               | 118.127                                 |                    |
|             |               | 120.13(1)                               |                    |
|             |               | 938.396                                 |                    |
|             |               | 946.40                                  |                    |
|             |               | 946.41                                  |                    |
| CROSS REF.: | 882.1/Rule,   | Procedures for Police Interviews in the |                    |
|             |               | School Setting                          |                    |
|             | 882./Exhibit, | Request for Interview of Student        |                    |
|             | 444,          | Student Searches                        |                    |
|             | 454,          | Child Abuse Neglect Reporting           |                    |

[Back to Top](#)

## **POLICY 882.1 - PROCEDURES FOR POLICE INTERVIEWS IN THE SCHOOL SETTING**

Law enforcement officers shall observe the following procedures when police interviews are conducted in the school setting:

1. The District shall cooperate with law enforcement agencies in the investigation of situations involving students in the school system.
2. The investigating agency shall, contact the building principal to make arrangements for the interview.
3. The interview shall be done when possible at a time appropriate for the student's schedule, unless other urgency has been demonstrated by the investigating agency.
4. Upon arrival at school, the law enforcement officer shall notify the building principal and complete the "Request For An Interview" form. Interview forms may be obtained from the school office. Once the "Request For An Interview" form has been completed and the time of the interview has been agreed upon the principal will secure the student from his/her class for the interview. The PSLO will not need to fill out the "Request for an Interview" form unless requested to do so by the principal or designee.
5. The principal shall designate a private room for the interview to take place. In appropriate cases school personnel may be present during the interview.
6. It is the responsibility of the law enforcement officer to conduct the interview with the student in accordance with all legal requirements and attempt to notify the student's parents/guardians of the interview (if the student is a minor) as soon as practical and in accordance with applicable laws. Liaison officer is excluded when conducting school related interviews unless otherwise directed by the principal or designee.
7. Police interview and interactions with students which are part of the school/police liaison program are ongoing and parent notification is not required.
8. If the law enforcement officer wishes to remove the student from school, but does not wish to arrest the student, he/she must receive consent from the student's parent(s)/guardian (if the student is a minor) prior to removing the student from school. If the student is being arrested, the officer shall follow all appropriate laws and, if the student is a minor, shall contact the student's parent(s)/guardian as soon as practical and in accordance with the arresting agency's department policy. The building principal shall be notified in all situations before a student is removed from school.

**REVISED AND APPROVED: April 28, 2008**

[Back to Top](#)

## POLICY 882.2 - REQUEST FOR INTERVIEW OF STUDENT

I, \_\_\_\_\_, a duly appointed law enforcement officer in the performance of my duties hereby request the opportunity to interview the following student:

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

This interview is necessary because the student:

- \_\_\_\_\_ 1. Is suspected of some violation of the law or other offense.
- \_\_\_\_\_ 2. Is a possible witness who may have information that would be helpful in the official investigation of a crime or offense.
- \_\_\_\_\_ 3. Is a victim of a crime or other offense.

It is necessary to interview the student here at school because:

- \_\_\_\_\_ 1. A delay may result in flight of the suspect.
- \_\_\_\_\_ 2. A delay may result in the destruction of evidence.
- \_\_\_\_\_ 3. A delay may result in the opportunity to cover up the crime.
- \_\_\_\_\_ 4. A delay may result in an unacceptable threat(s) to the community or school.
- \_\_\_\_\_ 5. Other attempts to interview the student have been made and have been unsuccessful.
- \_\_\_\_\_ 6. This is an abuse investigation.
- \_\_\_\_\_ 7. This involves a violation of law that occurred on school property.

In my opinion, would it be appropriate for school personnel to be present during the interview?

Yes

No

\_\_\_\_\_  
Law Enforcement Officer's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ ☐ The Law Enforcement Officer may conduct the interview at school.

\_\_\_\_\_ ☐ The Law Enforcement Officer may not conduct the interview at school

\_\_\_\_\_  
Principal or Designee

\_\_\_\_\_  
Date

[Back to Top](#)

## POLICY 882.3 - IN-SCHOOL APPREHENSION

### Guidelines:

- Apprehension of a student, in accordance with section 48.28(1) Wis. Stats. while he is in attendance at school, should be made only when it is impractical or otherwise disadvantageous to make the apprehension at another time or place.
- If an apprehension is made at school, the proper arrangements should be made with the school principal or his designated representative.
- If an apprehension is made at school, the law enforcement officer is responsible for the rights and privileges of the child and for the notification of the parents. (See sec. 48.29(1) Wis. Stats.)
- An apprehension made at school should be made with a minimum of publicity. The law enforcement officer should receive the student at the school office, and if possible, remove him from school at the least conspicuous time. This can usually be accomplished when the students are in the classroom.
- In the event that the child is taken into custody the parent shall be notified by school officials of this action.

REVISED AND APPROVED: April 28, 2008

[Back to Top](#)

## POLICY 882.4 - CROWD CONTROL AT LARGE SCHOOL FUNCTIONS

This policy stresses the need for the school to inform the law enforcement agency of situations where the presence of law enforcement personnel may be necessary for public safety or to aid in crowd and traffic control.

### Guidelines:

- 6.1 Early in the school year, the school should give its law enforcement agencies a complete calendar of school events and indicate those events when the school will need the assistance of the law enforcement agency.
- 6.2 During the school year, any changes in or additions to this calendar should be given to the law enforcement agency as soon as possible.
- 6.3 It is advisable that law enforcement personnel be present at all events which attract a sizable crowd which the school may need help in controlling.

[Back to Top](#)

## POLICY 940 - NAMING SCHOOL FACILITIES

The Board of Education assumes the responsibility for naming facilities in the Rosendale-Brandon School District. The following procedures will be utilized when naming facilities:

1. Recommendations for naming facilities shall be submitted to the Board of Education in writing.
2. The Board of Education reserves the right to handle the naming of facilities directly, but may choose to appoint an ad hoc committee to develop recommendations.
3. In naming facilities to honor people, criteria shall include, but not limited to individuals:
  - a. having exemplary moral character;
  - b. supported by the public;
  - c. making outstanding contributions to the community, state, or nation;
  - d. recognized by the community as a whole;
  - e. displayed outstanding leadership;
  - f. who are a major contributor to the school district without whom new facilities would not have been possible.
4. If the person is living, written permission shall be obtained from the person who this facility will be named prior to final board action.
5. Facilities may also be named after landforms or geographic sections of the district.
6. An affirmative vote by the Board will be necessary to establish the name of the facility as requested.
7. Facilities may be renamed by School Board action.

APPROVED: 10/27/08

[Back to Top](#)



## **POLICY 950 - SENIOR BANNERS AT SPORTING EVENTS**

The Rosendale-Brandon School District will allow Senior Athlete Banners to be placed in the gym for Basketball, Dance Team, Volleyball, and Wrestling; or on the fence of the playing field for Baseball, Cross Country, Football, Softball, and Track. Senior banners will be on display only during the season of that given sport. All banners must be of the uniform size of 36 inches by 48 inches, and be approved by the Athletic Director prior to being placed in the designated area.

The district will not be responsible for the cost or associated costs of the Senior Athlete Banners.

Senior Athlete Banners displayed in the gym will be placed and removed by school personnel. Banners displayed on the fences will be placed and removed by sponsoring party under the approval of the Buildings and Grounds Director. The district will not assume liability involved with placement or removal of said banners. Within one week after the sport's season, banners must be picked up by the party who sponsored the Senior Athlete Banners or forfeit claim to the banners.

**APPROVED: March 16, 2015**

[Back to Top](#)