



## Policy Manual Index Series 400 – Students

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**WASB CODE: 411**

## **EQUAL EDUCATIONAL OPPORTUNITIES**

The Pecatonica Area School District provides equal educational opportunities for all students. Every student shall have the opportunity to learn to be self-sufficient, self-supporting, and self-confident. Therefore, our educational process shall encourage learning as a lifelong activity.

No person may be denied admission to any school in the District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, national origin, ancestry, religion, color, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/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 handicap or disability, regardless of the nature or severity of the handicap or disability. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.

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, and release 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.

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

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District's official newspaper 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 REF:           Section        118.13        Wisconsin Statutes  
                          PI9                    Wisconsin Administrative Code  
                          PI41  
                          Title IX, Education Amendments of 1972  
                          Title VI, Civil Rights Act of 1973  
                          Section 504 of the Rehabilitation Act of 1973  
                          Americans with Disabilities Act of 1990  
                          Individuals with Disabilities Education Act  
                          Civil Rights Act of 1991  
                          McKinney-Vento Homeless Education Assistance Act

CROSS REF:           Policy            411.1 – Bullying  
  411 – Exhibit 1  
  110 - School District Mission and Goals  
  333 - Student Privacy/Parent Rights and District  
  Programs/Activities  
  342.1 - Special Education  
  420 - School Admissions  
  
                          Special Education Handbook  
                          Section 504 Plan

APPROVED: January 19, 1987

REVISED:   December 22, 2010



**WASB CODE: 411-RULE**

## **EQUAL EDUCATIONAL OPPORTUNITIES STUDENT DISCRIMINATION COMPLAINT PROCEDURES**

If any person believes that the Pecatonica Area School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or the Americans with Disabilities Act (ADA) or in some way discriminates on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability, or any other factor provided for by state and federal laws and regulations, he/she may bring forward a complaint as provided in this policy. Complaints shall be processed in accordance with the following procedures:

### **INFORMAL PROCEDURE**

The person who believes he/she has a valid basis for complaint shall discuss the concern with the principal responsible for the building in which the incident(s) giving rise to the complaint occurred, who shall in turn investigate the complaint and reply to the complainant in writing within five (5) school/business days. In the event it is necessary to extend the time for reply in order to conduct a full and complete investigation, the principal will notify the complainant that additional time to investigate is required and the principal shall provide the complainant with the date on which he/she will respond to the complainant in writing. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed.

If the complaint involves the building principal, the complaint shall be made to the District Administrator.

### **FORMAL COMPLAINT PROCEDURES**

- STEP 1:** A written statement of the complaint shall be prepared by the complainant and signed. It shall be presented to the Principal unless the complaint involves the Principal, in which case this step shall be omitted. The Principal will further investigate the complaint and reply to the complainant in writing within ten (10) school/ business days.
- STEP 2:** If the complainant wishes to appeal the decision of the Principal or the complaint involves the Principal, he/she may submit a signed statement of appeal or signed complaint to the District Administrator. The District Administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint in ten (10) school/business days. If the complaint involves the District Administrator, steps 1 and 2 shall be omitted.



**STEP 3:** If the complainant is not satisfied with the District Administrator's decision or the complaint involves the District Administrator, he/she may appeal to the School Board in writing or file a signed complaint with the School Board. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such an appeal. In the alternative, the Board may cause an investigation of the complaint to be instituted by a person of its choosing prior to meeting with the concerned parties. A copy of the Board's decision on the appeal shall be sent by the Board Secretary to each concerned party within ten (10) school/business days of this meeting. The decision of the Board shall include a notice to the complainant of his/her right to appeal the determination to the State Superintendent of Public Instruction.

In the event it is necessary to extend the time for reply at any step of this process in order to conduct a full and complete investigation, the concerned parties will be notified that additional time to investigate is required and the concerned parties shall be provided with the date on which the investigation will be completed. Additional extensions may be made as necessary.

**STEP 4:** If, at this point, the complaint has not been satisfactorily settled, further appeal may be made within 30 Days to:

Department of Public Instruction, Equal Educational Opportunity Office  
P.O. Box 7841  
Madison, WI 53707

Discrimination complaints on some of the above bases (Title IX, Title VI, Section 504, ADA) may also be filed with the Office of Civil Rights, Region V, U.S. Department of Health and Human Services, Citigroup Center, 500 W. Madison Street, Chicago, IL 60661.

#### COMPLAINT PROCEDURE-SPECIAL EDUCATION

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

#### COMPLAINT PROCEDURE-FEDERAL PROGRAMS

Discrimination complaints relating to programs specifically governed by federal law or regulations shall be referred directly to the State Superintendent of Public Instruction.

#### MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all student discrimination complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals.



The records should include:

1. The name of the 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 the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

APPROVED: December 22, 2010



## **BULLYING**

**WASB CODE: 411.1**

The Pecatonica Area School District is committed to providing a safe, caring, respectful learning environment for all students and staff and strictly enforces a prohibition against bullying. **Bullying** is unwanted, aggressive behavior among individuals that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

**DEFINITION:** “Bullying” can include, but is not limited to:

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

**PROHIBITION:** “Bullying” behavior by students, staff, and third party individuals is prohibited whether it is of the nature of student(s) to student(s), third party to student(s), staff member to staff member, staff member to student or student to staff member or third party. Bullying is prohibited at school, on school premises, during school sponsored activities, on school buses and at bus stops, or through the use of electronic, computer, and telecommunications messaging devices (cyber bullying).

**COMPLAINT PROCEDURES:** It is considered a responsibility of all students and staff members to watch for and report acts of bullying in any of the above-described situations to a member of the school staff or administration. Students are requested and encouraged to report acts of bullying to a school staff member, building principal, or at a minimum a parent or other adult. All school district staff members are required to report acts of student bullying to their building principal or designee.

All reports are to be taken seriously by the party designated by policy to receive such reports. School staff and administrators will support students and coworkers making such reports and protect against any potential retaliation for making such a report.

An investigation to determine the facts will take place immediately or as soon as practicable in order to verify the validity and seriousness of the report.

Filing a report in good faith will not reflect upon the individual’s status, nor will it affect his or her grades if the complainant is a student or employment status by the District if the complainant is an adult staff member.





**CONSEQUENCES:** Where it is determined that students participated in bullying behavior in violation of the policy, the school may take disciplinary actions including suspension, expulsion and referral to law enforcement for legal action when deemed appropriate. Employees found to have participated in bullying behavior or having become aware that bullying was taking place and failed to take action or to report the behavior, are considered to be in violation of the prohibition expressed by the policy and, therefore, subject to disciplinary action consistent with the collective bargaining agreement.

LEGAL REF.:	Sections	118.02(18) 118.164(2) 120.13(1)	Wisconsin Statutes
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Approved: December 22, 2010  
October 16, 2017



CODE: 411 – EXHIBIT 1

**BULLYING INCIDENT REPORT**

**FOR USE WHEN REPORTING BULLYING INCIDENTS AT SCHOOL. IT MAY BE USED BY SCHOOL AND POLICE OFFICIALS WHEN INVESTIGATING THIS OR OTHER RELATED INCIDENTS.**

REPORT MADE BY: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION/S OF INCIDENT/S: \_\_\_\_\_

DATE OF INCIDENT: \_\_\_\_\_ APPROXIMATE TIME OF INCIDENT \_\_\_\_\_

**TYPE OF BULLYING:**  
CIRCLE THOSE THAT APPLY:

- |              |                |                    |
|--------------|----------------|--------------------|
| KICKING      | TEASING        | HITTING            |
| EMBARASSMENT | NAME CALLING   | PUSHING            |
| TRIPPING     | RUDE GESTURES  | SPITTING           |
| INSULTING    | DISCRIMINATION | CYBER-BULLYING     |
| HAZING       | PUT DOWNS      | INTIMIDATION       |
| HATE NOTES   | SPREADING      | EXCLUSION          |
| OTHER        | RUMORS         | FROM GAME/ACTIVITY |

PLEASE DESCRIBE **IN DETAIL** EXACTLY WHAT OCCURRED, ANYONE WHO WAS INVOLVED, POSSIBLE WITNESSES. IF THE INCIDENT WAS WRITTEN, A TEXT MESSAGE OR EMAIL, OR WAS PLACED ON A COMPUTER, PLEASE PROVIDE A COPY.

I CERTIFY THAT ALL STATEMENTS MADE ABOVE ARE TRUE TO THE BEST OF MY KNOWLEDGE. I UNDERSTAND THAT IF I FALSIFY THIS DOCUMENT, I CAN BE HELD SUBJECT TO CONSEQUENCES AT SCHOOL AND BY LEGAL AUTHORITIES.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE



**WASB CODE: 411.2**

## **EDUCATION OF HOMELESS CHILDREN AND YOUTHS**

Homeless children and youths residing in the Pecatonica Area School District shall have equal access to the same free, appropriate public education as provided to other children and youths who reside in the District. They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners), gifted and talented programming, career and technical education programs, and school nutrition programs.

A homeless child or youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

“Homeless children and youths” are defined as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes, but is not limited to:

- children and unaccompanied youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, or campgrounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus stations, or similar settings.

### **DEFINITION**

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless [42 U.S.C. §11434A(2)(A)]. The Act does not define those terms. However, the following definitions may provide guidance:

(1) Fixed: Securely placed or fastened; not subject to change or fluctuation. A fixed residence is one that is stationary, permanent, and not subject to change.

(2) Regular: Normal, standard; constituted, conducted, or done in conformity with established or prescribed usages, rules, or discipline; recurring, attending, or functioning at fixed or uniform intervals. Consistent. A regular residence is one which is used on a regular (i.e., nightly) basis.

(3) Adequate: Sufficient for a specific requirement; lawfully and reasonably sufficient. Fully sufficient; equal to what is required; lawfully and reasonably sufficient. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

The term “unaccompanied youth” includes a youth not in the physical custody of a parent or guardian.

### **TRANSPORTATION**

At the request of a homeless child’s parent/guardian or the homeless liaison in the cases of unaccompanied youth, transportation to the school of origin will be provided to homeless children and youth, following best interest provisions (outlined in the McKinney-Vento Homeless Assistance Act under Local Education Agency Requirements).



1. In order for transportation to be set up, the homeless liaison will determine with the family the best means of transportation.
2. The homeless liaison will arrange for transportation.
3. When a student obtains permanent housing, transportation to the school of origin must be provided until the end of the academic year, if it is in the student's best interest to remain in that school. At this point, parents/guardians can choose to enroll the child in the school in the attendance area in which they live. When the child, youth or unaccompanied homeless student's temporary residence and school of origin are two different school districts, the districts will collaborate on the method and cost of transportation. The districts will share the cost of transportation.

Refugee students who are not independently housed may be considered homeless unless families choose to not be considered so. The homeless liaison/interpreters will discuss McKinney-Vento with families to determine if they are homeless. It will be determined based on where the student resides and where the program is for the refugee students if transportation is necessary. If it is deemed unsafe or too far for a non-English speaking homeless student to walk or arrange for their own transportation, then they will be transported the same as other homeless students. The guidelines listed above will be followed in those situations as well.

### **IMMEDIATE ENROLLMENT**

The terms 'enroll' and 'enrollment' are defined to mean attending school and participating fully in school activities. The school selected shall immediately enroll the child/youth, even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school. Homeless students who do not live with their parents or guardians may enroll themselves in school.

### **PROCEDURE**

The District Administrator has primary administrative-level oversight of the Pecatonica Area School District's services for homeless children and youths. He/she shall be responsible for

- (1) designating a staff member who shall serve as the District's liaison for homeless children and youths,
- (2) providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to the education of homeless children and youths; and
- (3) reasonably monitoring compliance with such assurances.

The District's liaison for homeless children and youths will work with administrators and other District personnel to periodically review existing policies, procedures, practices, and data to identify and develop proposals to remedy and remove barriers that homeless children and youths may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services (such as guidance counselors), in accessing academic programs, academic activities, or extracurricular activities, or in receiving appropriate credit for prior academic work.



The District's liaison for homeless children and youths will also ensure that:

- (1) Homeless children and youths residing in the District are identified by school personnel through outreach and coordination activities with other entities and agencies. Special attention will be given to the enrollment and attendance of homeless children and youths who are not currently attending school.
- (2) Homeless children and youths are enrolled in and have a full and equal opportunity to succeed in schools in the District.
- (3) Homeless families and homeless children and youths have access to and receive educational services for which they are eligible, including services through Head Start, early intervention services under laws applicable to students with disabilities, and other preschool programs.
- (4) Homeless families and homeless children and youths receive referrals to other appropriate services (e.g., health care services, dental health services, mental health and substance abuse services, housing services).
- (5) The parent or guardian of a homeless child and any unaccompanied homeless youth are 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.
- (6) Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, such as the schools, public libraries and family shelters. The notice shall be disseminated in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.
- (7) Enrollment disputes are mediated in accordance with legal requirements.
- (8) The parent or guardian of a homeless child and any unaccompanied homeless youth are fully informed of transportation services that may be available to them under the law and they are assisted in accessing such transportation services.
- (9) School personnel providing services to homeless children and youths receive professional development and other support. The liaison for homeless children and youths will also receive and participate in professional development and other support activities as required by the Department of Public Instruction, the District and federal law.
- (10) Unaccompanied homeless youths are:
  - a) enrolled in school,
  - b) have opportunities to meet the same challenging academic standards as the District establishes for other children and youths, including receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, and,
  - c) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vy) and that they may obtain assistance from the District's liaison for homeless children and youths to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act.
- (11) Appropriate school personnel assist homeless children and youths with their educational transitions
- (12) The District's Title I plan describes the services the District will provide homeless children and youths to support the enrollment, attendance and success of homeless children and youths.
- (13) Reliable, valid, and comprehensive data needed to meet the established legal requirements related to homeless children and youths is collected, reported to the public, and provided to the State Coordinator for the Education of Homeless Children and Youths.
- (14) School personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths are informed about the liaison's duties.



Unaccompanied and Homeless Youth will be:

- Immediately enrolled even without being able to produce records needed for enrollment
- Provided Transportation to and from the school of origin for the remainder of the academic year even if student finds permanent housing during this time.
- Provided services to students experiencing homelessness, such as free lunch
- Provided their educational rights of homeless children and youth

### **DISPUTE RESOLUTION:**

A homeless child or youth has the right to remain at his or her school of origin (public school that the child attended when permanently housed, or the public school in which the child was last enrolled) or to attend any public school that other students who live in the attendance area are eligible to attend. If the student is eligible to attend more than one school, parents/caregivers or unaccompanied youth will have the option of choosing the school they wish to attend. When a dispute arises over school placement, the Homeless Coordinator or parent/caregiver or unaccompanied youth will complete a statement outlining their dispute (name/birth date of child(ren), school of origin and school of placement) and submit it to the School Psychologist for determination. After a determination is made, a copy of the completed report on the dispute will be provided to the individual. If the matter has not been satisfactorily addressed, the individual may submit a written request for a conference with the Superintendent.

Following the conference, the Superintendent will respond, in writing to the individual. If the matter has not been satisfactorily addressed, the individual may submit a written request to the Board to address the matter. After reviewing all material related to the matter, the Board will grant a hearing. The individual will be advised, in writing, of the Board's decision within five business days following the next regular Board meeting. The student has the right to attend the school of choice (school of origin or school of residence) until the dispute is resolved. The parents/caregivers or unaccompanied youth can contact the State Coordinator for Homeless Education (608) 267-7338 for additional information.

### **LEGAL REFERENCES:**

Wisconsin Administrative Code PI 1 [Department of Public Instruction complaint resolution and appeals process; to be used in dealing with disputes involving homeless issues]

Federal Laws McKinney-Vento Homeless Education Assistance Act [equal access for homeless students; required policies to remove barriers]

Title I, Part A of the Elementary and Secondary Education Act [20 U.S.C. § 6312 [local educational agency plan requirements, including plan requirements related to homeless children and youths]

ADOPTED DATE:

Drafted: July 18, 2019

Adopted: November 18, 2019

Revised May 18, 2020



**FULLTIME STUDENTS**

**WASB: 412**

Children attending school in the Pecatonica Area School District will be considered fulltime students upon meeting the following criteria at the appropriate grade level.

1. Elementary students must be scheduled for attendance a full day.
2. Secondary students must be scheduled to carry at least six courses that meet daily unless the student is enrolled in Youth Options, a School-to-Work Program, an alternative education program, or other program or curricular modifications approved by the Board (e.g., children at risk programs, school age parent program, gifted and talented programming, homebound instruction).
3. This includes resident students attending a nonresident public school district on a fulltime basis under the open enrollment law or a tuition waiver in accordance to with state law.
4. Exceptional Education Needs (EEN) students may be scheduled less than the minimum program if so prescribed by an individual education plan(IEP)team.

LEGAL REF:	Section	118.14	Wisconsin Statutes
		118.153	
		118.33	
		118.51	
		121.004(5) and (7)	
		121.05	
		121.84(4)	
	Chapter 115, Subchapter V & VI		
	PI 18		Wisconsin Administrative Code
Cross Ref.:	Policy	321-School Day	
		341.2-Education for Employment	
		342-Special Education	
		342.1-Gifted and Talented Students	
		342.2-Children at Risk Program	
		343.4-Youth Options	
		345.5-Graduation Requirements	
		423-Open Enrollment	
		431-Student Attendance	
	Special Education Handbook		

APPROVED: January 19, 1987  
REVISED: December 22, 2010



## **Title IX: Sexual Harassment**

**WASB 413**

Title IX of the Education Amendments of 1972 and its implementing regulations in 34 C.F.R. Part 106 (collectively “Title IX”), and Wis. Stat. §118.13 and Wisconsin Administrative Code Ch. PI 9 (collectively “State Law”), prohibit discrimination, including harassment, on the basis of sex against students in an education program or activity. The Pecatonica Area School District (“District”) does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the District’s education programs and activities extends to admission and employment. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education, or both. Contact information for the Title IX Coordinator is provided below.

**This policy is only intended to address sexual harassment against students and other applicable individuals, other than employees, under Title IX.** All other forms of discrimination and harassment (including sexual harassment under State Law) against students or other applicable individuals, other than employees, based on sex, race, religion, national origin (including persons whose primary language is not English), ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender expression, gender identity, gender non-conformity, physical, mental, emotional or learning disability are addressed in Policy 411.

Sexual harassment against employees under Title IX is addressed in Chapter 513.

### **I. Definition of Sexual Harassment under Title IX**

Sexual harassment under Title IX means conduct on the basis of sex 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 that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
- (3) Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence, as defined in 34 U.S.C. § 12291(a)(10), domestic violence, as defined in 34 U.S.C. § 12291(a)(8), or stalking, as defined in 34 U.S.C. § 12291(a)(30).

### **II. Notice of Sexual Harassment under Title IX**

When the District has actual knowledge of sexual harassment under Title IX in an education program or activity of the District against an individual, including a student, in the United States, the District shall respond promptly in a manner that is not deliberately indifferent.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment under Title IX to (1) the District’s Title IX Coordinator; (2) any official of the District who has authority to institute corrective measures on behalf of the District; or (3) any employee of the District.





“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX and the context in which the sexual harassment occurred.

### **III. Identification of Title IX Coordinators**

The District Administrator is designated as the “Title IX Coordinator” and authorized by the District to coordinate its efforts to comply with Title IX and this Policy. The contact information for the Title IX Coordinator is as follows:

Jill Underly, Superintendent  
Pecatonica Area School District  
704 Cross Street  
Blanchardville, WI 53516  
Phone:(608) 523-4248  
Email: [junderly@pecatonica.k12.wi.us](mailto:junderly@pecatonica.k12.wi.us)

### **IV. Reporting Sexual Harassment under Title IX**

Any employee or any official of the District who has authority to institute corrective measures with actual knowledge of sexual harassment under Title IX must immediately report sexual harassment to the Title IX Coordinator. In the event that the sexual harassment involves conduct by the Title IX Coordinator against a student, such employees or officials must report the alleged conduct to the District Administrator.

Any person (including a person not alleged to be the victim of sexual harassment) may report sexual harassment at any time, including during non-business hours, to the Title IX Coordinator by mail, by telephone, by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

### **V. Response to Report of Sexual Harassment under Title IX**

When the District has actual knowledge of sexual harassment under Title IX, a complainant and respondent may be identified (collectively “parties”). A complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Supportive measures 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 or where no 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, while protecting the safety of all parties and the District's educational environment; and deterring sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

#### **VI. Emergency Removal/Administrative Leave**

The District may remove a respondent from the education program or activity on an emergency basis. Before any emergency removal is permitted, the District shall (1) undertake an individualized safety and risk analysis, (2) determine that an immediate threat to the health or safety of students or other individual justifies removal, and (3) provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. The District may place a non-student employee respondent on administrative leave, including during the pendency of a grievance process. The District shall also comply with any applicable requirements under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act when removing a respondent from the education program or activity or placing a respondent on administrative leave.

#### **VII. Formal Complaint**

A formal complaint is a document filed by a complainant, or filed by a parent or guardian on behalf of a complainant, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent and requesting the District investigate the allegation of sexual harassment. At the time a formal complaint is filed (either by the complainant, parent or guardian, or the Title IX Coordinator), the named complainant must be participating in or attempting to participate in the education program or activity of the District.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, by using the contact information for the Title IX Coordinator, or by any additional method designated by the District. A document filed by a complainant means a document or electronic submission that contains the complainant's physical or digital signature or otherwise indicates that the complainant, or a parent or guardian acting on behalf of a complainant, is the person filing the formal complaint. If the District receives a formal complaint, the District must follow the grievance process below.

#### **VIII. Grievance Process**

The District's grievance process shall include all the basic requirements under Title IX. Any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, appeal-decision maker, or facilitator of an informal resolution shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.



In addition, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

#### **A. Written Notice**

Upon receiving a formal complaint, the District shall provide a written notice to the parties who are known. The written notice shall be provided to the parties within forty-five (45) days of receipt of the formal complaint.

The written notice shall include:

1. Notice of the District's grievance process, including any informal resolution process;
2. Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time of the notice (identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
3. 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;
4. A statement that the parties may request to inspect and review evidence that is directly related to the allegations raised in the formal complaint;
5. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney; and
6. Notice to the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The notice described above shall be provided to the parties with sufficient time to prepare a response before any initial interview. If, during an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice, the District shall provide notice of the additional allegations to the parties whose identities are known.

#### **B. Dismissal of Formal Complaint**

If the conduct alleged in a formal complaint: (1) would not constitute sexual harassment as defined under Title IX even if proved; (2) did not occur within the District's program or activity; or (3) did not occur against a person in the United States, the District **must** dismiss the formal complaint with regard to that conduct. If dismissal is required, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. Dismissal of a formal complaint does not preclude action under the District's code of conduct.



The District **may** dismiss a formal complaint if, at any time during the investigation, any of the following occurs: (1) the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint; (2) the respondent is no longer enrolled in or employed by the District; or (3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint.

If such dismissal occurs, the District must promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties. If dismissed, the District will review whether the complaint should be investigated under other applicable policies.

#### **C. Consolidation**

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

#### **D. Informal Resolution**

Following the filing of a formal complaint, and at any time prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, including mediation, which does not involve a full investigation and adjudication. An informal resolution process is not available to resolve allegations that an employee sexually harassed a student, and the District shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX. The District shall not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

Before conducting any informal resolution process, the District will provide to the parties a written notice disclosing: (1) the allegations; (2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, if any; (3) that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal complaint process; and, (4) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared and whether the facilitator of the informal resolution process may be a witness in any subsequent formal complaint process. The District will obtain the parties' voluntary written consent to the informal resolution process. Any such informal resolution process shall be resolved within thirty (30) days of the written notice described in this paragraph, unless additional time is needed as determined by the District.

#### **E. Investigation of Formal Complaint**

The District shall designate an investigator to investigate the allegations in a formal complaint and ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties. The investigation process instituted by the District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process



that complies with Title IX before imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

During the investigation, the District shall:

1. Not restrict the ability of either party to gather and present relevant evidence, or to discuss the allegations under investigation;
2. Provide equal opportunity for the parties to present witnesses and other inculpatory and exculpatory evidence;
3. Provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
4. Provide to the party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, as well as inculpatory and exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation;
6. Prior to completion of the investigative report, send to each party and the party's advisor, if any, the evidence subject to inspection and review, in an electronic format or a hard copy, and the parties shall have at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report;
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response; and,
8. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.



#### **F. Determination Regarding Responsibility**

The District shall identify a decision-maker (other than the Title IX Coordinator, investigator, and facilitator of an informal resolution) who will issue a written determination regarding responsibility on the formal complaint. To reach this determination, the decision-maker will apply the preponderance of the evidence standard.

After receipt of the investigative report and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude questions as not relevant.

The decision-maker must make an objective evaluation of all relevant evidence (both inculpatory and exculpatory) and must not make credibility determinations based on a person's status as a complainant, respondent, or witness.

#### **G. Decision-maker's Written Determination**

The decision-maker will apply a preponderance of the evidence standard in issuing a written determination. The written determination shall include all of the following:

1. Identification of the allegation(s) potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve access to the District's education program or activity will be provided by the District to the complainant; and,
6. The District's procedures and permissible bases for the complainant and respondent to appeal, including notice of the right of a student complainant to appeal a final determination to the state superintendent of public instruction and procedures for making that appeal.



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

#### **H. Possible Sanctions and Remedies**

The District may implement a range of possible sanctions and remedies following a determination of responsibility. The range of remedies include counseling, no-contact orders, or other appropriate remedies. The range of sanctions include suspension, expulsion, or other disciplinary sanctions.

#### **I. Supportive Measures**

The District may provide a range of supportive measures available to complainants and respondents. The range of supportive measures include those identified above.

#### **J. Appeal**

The District shall identify an individual to serve as a decision-maker on the appeal (other than the Title IX Coordinator, investigator, decision-maker, and facilitator of an informal resolution).

The District shall offer both parties an appeal from a determination regarding responsibility or from a dismissal of a formal complaint. An appeal must be filed within ten (10) days of issuance of the written determination on responsibility or dismissal of a formal complaint and may be based upon any of the following:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter; and,
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent, that affected the outcome of the matter.

As to all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the appeal decision-maker is not the same person as any investigator(s), decision-maker(s) that reached the determination of responsibility or dismissal, the Title IX Coordinator, or the facilitator of an informal resolution;
3. Ensure that the appeal decision-maker complies with the standards set forth in 34 C.F.R. § 106.45(b)(1)(iii);





4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result, which shall be issued within thirty (30) days of the filing of the appeal, unless the appeal decision-maker needs additional time; and,
6. Provide the written decision on appeal simultaneously to both parties.

#### **K. Timeframe for Determination**

The conclusion of the grievance process, including any appeal, shall be done in a reasonably prompt timeframe, but no more than ninety (90) days from the date the complaint is received. The parties may agree to an extension of the 90-day timeframe to complete the grievance process or extend this timeline for good cause, as permissible by law.

#### **IX. Retaliation Prohibited**

Neither the District nor any 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 this Policy, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Policy.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Complaints alleging retaliation may be filed according to the complaint procedures for sexual harassment under this Policy.

#### **X. Confidentiality**

The District shall keep confidential the identity of any person who has made a report or complaint of sexual harassment under Title IX, any complainant, any individual who has been reported to be the perpetrator of sexual harassment, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (“FERPA”), as required by law, or to carry out the purposes of this Policy or Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

The District may not access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains the voluntary written consent of the party or the party’s parent or guardian.





## **XI. Recordkeeping**

The District shall maintain for a period of seven years, records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process with regard to sexual harassment.

The District shall create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

With respect to each response, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it took measures designed to restore or preserve access to the District's educational program or activity. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

## **XII. Training**

The District shall ensure that the Title IX Coordinators, investigators, decision-makers, appeal decision-makers and facilitators of informal resolution processes, receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including appeals and informal resolution processes, if applicable, for the purpose of protecting the safety of students, ensuring due process protections for all parties, and promoting accountability.

The District shall ensure decision-makers receive training on issues of relevance of questions and evidence, including questions and evidence about a complainant's prior sexual behavior. The District shall also ensure investigators receive training on how to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and facilitators of informal resolutions may not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.



### **XIII. Pupil Harassment under State Law**

Under state law, pupil harassment includes behavior towards pupils based, in whole or in part, on sex, which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. Any such pupil harassment may be reported to the Title IX Coordinator. The Title IX Coordinator shall be responsible for addressing such allegations, including conducting an investigation, if appropriate,

pursuant to this Policy and Policy 411.

If a student, or parent or guardian acting on behalf of the student, files a complaint alleging harassment on the basis of sex only under state law, the Title IX Coordinator shall consider any appropriate action, including requiring the student to follow any general student harassment procedure adopted to comply with state law prohibiting harassment based on sex. However, the Title IX Coordinator may determine that it is appropriate to proceed with the complaint under this Title IX Sexual Harassment policy, including resolution of the allegations under the grievance process.

Legal References: Title IX of the Education Amendment of 1972  
Title IX regulations, 34 C.F.R. Part 106  
Wis. Stat. §118.13  
Wisconsin Administrative Code PI 9

Adopted August 17, 2020



**WASB CODE: 420**

## **SCHOOL ADMISSIONS**

All school age children residing in the Pecatonica Area School District shall be admitted and not discriminated against. Students seeking admission in the district shall meet the state entrance age requirements and shall reside within established district boundaries, except as otherwise provided by law and/or board policy.

Students transferring into the district from other schools or educational programs shall provide a transcript of academic accomplishments at the previous school, or the address from which this data may be secured. If sufficient academic information is not available, students may be required to take appropriate academic tests to assist in making a placement.

Students admitted to the district shall present immunization records as required by law. Students entering kindergarten in the district shall also be requested to provide evidence that their eyes have been examined by an optometrist or evaluation by a physician.

The District shall not discriminate in admissions to any school, class, program or activity or facility usage on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, religion, sexual orientation, physical, mental, emotional or learning disability/handicap, or homelessness status. This policy does not, however, prohibit the District from placing a student in a school, class, program or activity based on objective standards of individual performance or need. Discrimination complaints shall be processed in accordance with established complaint procedures.

Nothing in this policy shall prevent the District from denying the admission of a student during the term of his/her expulsion from this or another public school district in Wisconsin.

Nothing in this policy shall prevent the District from denying the admission of a student when the student is enrolled in another school except as required by law.

Legal Ref.:	Sections	115.28(2)	Wisconsin Statutes
		115.77(1m)(bg)	
		118.13	
		118.135	
		118.14	
		118.145	
		118.51 - 118.52	
		120.12(25)	
		120.13(1)(f)	
		121.02(1)(s)	
		121.77 – 121.84	
		252.04	

PI 9 Wisconsin Administrative Code  
Individuals with Disabilities Education Act





**WASB CODE: 421**

**ENTRANCE AGE**

A child must be four years old on or before September 1 of the year he/she enters the four-year- old kindergarten program, five years old on or before September 1 of the year he/she enters the five-year-old kindergarten program, or six years old on or before September 1 of the year he/she enters first grade.

Early admission to four or five-year-old kindergarten or first grade may be granted in exceptional cases in accordance with procedures developed by the administration. The District Administrator has the final authority for deciding whether or not a child is to be admitted early to four or five- year-old kindergarten or first grade.

LEGAL REF.:	Sections	118.13 118.14 120.12(25)	Wisconsin Statutes
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CROSS REF.:	Policy	421-Rule- Procedures for Early and Delayed
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APPROVED: December 22, 2010



**WASB CODE: 421 - RULE**

## **PROCEDURES FOR EARLY AND DELAYED ADMISSIONS TO FOUR OR FIVE KINDERGARTEN**

Children are admitted to the FOUR year-old kindergarten at the opening of the term providing they have reached their fourth birthday on or before September first of the current school year. Children are admitted to FIVE-year-old kindergarten at the opening of the term providing they have reached their fifth birthday on or before September first of the current school year.

Parents/guardians seeking to enroll their child in 4K or 5K early, or delay entrance into 5K for the purpose of attending 4K need to comply with the following procedure. By doing so, it will ensure that the district will have time to include the student in the Pre-Kindergarten Screening process, enabling district personnel to obtain information regarding the child's abilities relating to school readiness. This process will allow for Discussion of testing results, options and determination of final recommendation about student's delayed entrance request.

Because it is this district's policy to recommend ONLY those students who demonstrate a potential for success in Kindergarten and for adjusting/coping with the school environment, this specific information is essential.

### Early/Delayed Entrance Request Procedures:

- Step 1: Parent/Guardian must apply in writing to district office prior to February 1. Delayed or early entrance Requests for students who move into the district after February 1st filing date will be handled on an individual basis.
  - Step 2: The student must attend appropriate district screening, such as, Kindergarten Buddy Days, Child Development Day, or 4K Screening as scheduled. The Pecatonica staff will use appropriate screening tools, such as, DIAL-3, Ages and Stages, Phonological Awareness Literacy Screening.
  - Step 3: Students will be evaluated by an Educational Team within one month of screening to further determine ability and achievement levels, as well as address social and emotional adjustment factors. The Educational Team may include any of the following: Kindergarten teacher, 4-Kindergarten teacher, Reading Specialist, Elementary Principal, Speech and Language Pathologist, and School Psychologist.
- A. Early Entrance: The child needs to demonstrate skills above a 4/5-year old level on tests and/or score 1.75 standard deviations above the mean on a standardized assessment.
  - B. Delayed Entrance: The child needs to demonstrate skills below a 4/5-year old level on tests. A child who scores 1.75 standard deviations below the mean on a standardized assessment may be considered for special educational services.



Step 4: Parents/Guardians attend a conference with the Educational Team to consider appropriateness of delayed or early entrance to Four/Five-year-old kindergarten, based on total test results. This conference should take place prior to the May School Board meeting.

Step 5: Based on above conference, recommendation to Board of Education will be made by District Administrator prior to May School Board meeting. The Board of Education will make the final decision. Parents will be notified in writing prior to May 30<sup>th</sup>.

APPROVED: January 19, 1998  
January 15, 1995  
March 13, 2000  
June 16, 2008  
December 22, 2010



**WASB CODE: 421.1**

## **FIRST GRADE ADMISSION**

In order to be admitted to first grade in the District, a child must be at least six (6) years of age by September 1<sup>st</sup> of the year he/she proposes to enter first grade and have successfully completed five-year-old kindergarten.

Admission to first grade under the age of six (6) may be permitted if: (1) the child has successfully completed a five-year-old kindergarten program or its equivalent, or (2) the child demonstrates the academic and developmental readiness skills expected for successful participation in first grade.

Evidence must exist that the child's educational welfare would best be served by placement in the first grade.

A child who is six years of age on or before September 1<sup>st</sup> of the year he/she proposes to enter first grade but has not completed five-year-old kindergarten may be admitted to the first grade if the child meets any of the following requirements:

1. The child has successfully completed an educational program for five-year-old children in a private school or licensed day care center that the District deems equivalent to public school five-year-old kindergarten. Documentation of program completion shall be required.
2. The child demonstrates academic and developmental readiness skills expected for successful participation in the first grade. Evidence must exist that the child's educational welfare would best be served by placement in the first grade.
3. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country or territory in which the completion of five-year-old kindergarten is not a prerequisite to entering the first grade.
4. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country or territory in which the completion of five-year-old kindergarten is a prerequisite to entering the first grade and the child was exempted from the requirement to complete five-year-old kindergarten in the state, country or territory.

The decision to grant admission to first grade before the legal entrance age and/or without completion of five-year-old kindergarten shall be made by the building principal. The building principal may consult with other school staff as appropriate when making this decision.

If first grade admission is denied under this policy, the child's parent or guardian may appeal the principal's decision to the District Administrator. The District Administrator shall meet with the child's parent or guardian to discuss the first grade admission request, review relevant student data related to the request, and then make a decision regarding the child's first grade admission. The District Administrator's decision regarding the request shall be final.

A child who is of compulsory attendance age (six years old), who has not completed five-year-old kindergarten, and who has not been granted an exemption to the mandatory kindergarten completion requirement shall be placed in five-year-old kindergarten in the District or be expected to meet compulsory attendance requirements through other means authorized by state law.

APPROVED: December 22, 2010





**WASB CODE: 422**

## **ADMISSION OF NONRESIDENT STUDENTS**

Administration and the Board will evaluate requests for admittance to the Pecatonica Schools. The Pecatonica Area Schools are tuition free to all students of school age who reside in the District and those nonresident students who are eligible under legal requirements, this policy and the public school open enrollment policy. Other nonresident students may be admitted to a District school with the approval of the administration and Board, and payment of tuition in accordance with legal requirements.

Tuition shall be waived when required or may be waived when authorized by law.

Nonresident students, in addition to public school open enrollment students, shall be admitted to schools in the District on a tuition-free basis under the following conditions:

1. Any student who moved out of the District after July 1 and was a resident of the District on either the third Friday in September or the second Friday in January of the current school year, and was enrolled in the District for at least 20 school days during the current school year, shall be allowed to continue to attend school in the District for the current school year without payment of tuition.
2. Any student who attained senior status while a resident of the District but who no longer resides in the District shall be allowed to continue to attend school in the District without payment of tuition.
3. Any student to whom all of the following apply shall be allowed to attend school in the District without payment of tuition: (a) the student was a resident of the District on the second Friday in January of the previous school year, (b) the student was enrolled in the District continuously from the second Friday of the previous school year to the end of the school term of the previous school year, (c) the student ceased to be a resident of the District after the first Monday in February of the previous school year, and (d) the student continues to be a Wisconsin resident. If a student's individualized education program (IEP), developed or revised, requires special education or related services that are not available in the District or there is no space available in the appropriate special education program, the Board may transfer the student to his/her school district of residence. Decisions regarding special education and related services shall be made in accordance with state law and consistent with related provisions included in the District's full-time public school open enrollment policy. The District shall provide transportation to a nonresident student with a disability attending school in the District under this provision if it is required as part of his/her IEP.

The District may also waive the tuition for students intending to move into the District as authorized by law.



LEGAL REF.:           Sections           118.13           Wisconsin Statutes  
  118.51  
  118.52  
  120.13(1)(f)  
  121.75-121.86  
  
  Illegal Immigration Reform and Immigration Responsibility Act (as  
  amended)  
  McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et. seq.)

CROSS REF.:           Policy                422-Rule- Admission of Nonresident Students  
  342.1-Programs for Students with Disabilities  
  411-Equal Educational Opportunities  
  420-School Admission  
  420-Rule-Procedures for Enrollment and Placement of  
  Homeless Children and Youth  
  421-Entrance Age  
  421.1-Admission to First Grade  
  423-Public School Open Enrollment Special  
  Education Handbook

APPROVED: December 22, 2010



WASB CODE: 423

## Public School Open Enrollment

This policy shall be administered in accordance with the state public school open enrollment law.

### Non-Resident Open Enrollment Students

A non-resident student may apply for full-time enrollment in a district school or program under the open enrollment program in accordance with state law. The district shall consider the following criteria when accepting or rejecting a non-resident student's application for full-time enrollment:

1. The availability of space in the schools, programs, classes or grades with the District. When determining space availability, consideration shall be given to such factors as class size limits, student-teacher ratios, the number of students currently attending District schools whose tuition is paid by another school district, and enrollment projections. The District shall give preference in accepting full-time open enrollment applications to any nonresident students already attending school in the District and their siblings. If the District receives more nonresident student applications for full-time enrollment than there are spaces available, the District shall determine which students to accept (including students on a waiting list) on a random basis.
2. Whether the special education program or related services described in the students' individualized education program (IEP) are available in the District and whether there is space available in the special education program identified in the student's IEP. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the District may deny the student's continued enrollment in the District.
3. Whether the student has been reported or identified as having a possible disability, but not yet evaluated by an IEP team in the resident district.
4. Whether the District has determined that the student was habitually truant from the District during any semester of attendance at the District in the current or previous school year. If this determination has been made, the District may prohibit the student from attending school in the District under the full-time public school open enrollment program in the succeeding semester or school year.

The District shall not accept any student for full-time enrollment who has been expelled by any school district during the current school year or preceding two school years for specific conduct or who has disciplinary proceedings pending on such conduct. This policy provision applies to the following student conduct: endangering the health, safety or property of others, conveying or causing to be conveyed a "bomb" threat involving school property; possessing a dangerous weapon while at school or under the supervision of a school authority; or, 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 any employee of the school district or member of the school board. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment is denied.



The District may also deny the enrollment of any student who has been expelled from another Wisconsin public school district, no matter what the reason for the expulsion, during the term of the student's expulsion.

Full-time open enrollment students attending elementary school in the District shall be required to reapply for enrollment prior to admission to middle school.

A nonresident public high school student may apply for enrollment in a specific course(s) in the District in accordance with state law and established procedures. The District shall use the same criteria for accepting and rejecting course applications for nonresident students as resident students, except that the District shall give preference in attendance in a course to resident students.

Except as otherwise provided, student transportation shall be the responsibility of the nonresident student's parent(s)/guardian(s) or the student, if an adult.

- The District shall provide transportation for nonresident students with disabilities if it is required in the student's IEP.
- The District may provide student transportation to or from a location within the boundaries of the student's resident district with approval of the student's resident school board.

**Special Education Open Enrollment** Beginning in the 2016-17 school year, the Pecatonica Area School District cannot deny an open enrollment request for a student with disabilities because it may place an undue financial burden on the District to grant such request.

Nonresident open enrollment students attending school or classes in the District shall have all the rights and privileges of resident students and shall be subject to the same rules and regulations as resident students.

**Resident Open Enrollment Students** Resident students may apply for full-time open enrollment in another public school district in accordance with state law:

District high school students may apply for enrollment in individual courses at other public school districts in accordance with state law.

- student may enroll in no more than two courses at any time in other public school districts. The District may reject a student's application to attend a course in another public high school if the cost of the course would impose an undue financial burden on the District.
- The District shall reject a student's application to attend a course in another public school district if the course conflicts with the student's IEP.
- The High School Principal shall determine whether a course to be taken at another public high school satisfies District graduation requirements and shall inform the resident student if it does not meet such requirements prior to beginning the course.

The parent(s)/guardian(s) of a resident open enrollment student shall be responsible for providing student transportation. Request from other school districts to enter the boundaries of the District for the purpose of providing optional transportation to resident open enrollment students shall be denied.



Waiting List:

The District will establish a waiting list of nonresident applicants who have been denied open enrollment due to lack of space availability. Unless the applicant meets the criteria for rejection in Section A 1 above, the District will assign the applicant a place on the waiting list on a random basis using the same criteria used to accept open enrollment applications.

If an applicant is accepted from the waiting list, the District will notify the applicant's parent in writing and shall give the parents 10 calendar days to respond, after which the space may be offered to the next student on the list. The notice to the parent shall include the following:

- 1) Notice that the student has been accepted from the waiting list and a written notice of the school or program to which the student will be assigned; and
- 2) The date by which the parent must notify the nonresident school board whether the student will attend the nonresident school district and the procedures the parent must follow to do so. If the parent does not respond within the specified time period, the acceptance will be rescinded, and the space will be offered to the next applicant on the waiting list.

The District may accept students from a waiting list created under this section until the 3rd Thursday in September but only if the student will be in attendance at the school or program in the nonresident school district on the 3rd Friday in September.

LEGAL REF.:	Sections	118.13	Wisconsin Statutes
			118.51
			118.52
			120.13(1)(f)
			PI 36, Wisconsin Administrative Code
CROSS REF.:	342.1		Special Education
	345.6		Graduation Requirements
	347 – Rule		Procedures for the Maintenance and Confidentiality Of Student Records
	411		Education Opportunities
	412		Fulltime Students
	420		School Admissions
	421		Entrance Age
	421.1		Admission to First Grade
	422		Admission of Nonresident Students
	423		Public School Open Enrollment
			Special Education Policy and Procedure Handbook

APPROVED: July 18, 2011  
December 21, 2015

REVISED: December 21, 2015



WASB CODE: 423 – Rule

## OPEN ENROLLMENT

### Public School Open Enrollment Procedures

#### A. **Nonresident Student Open Enrollment Application**

##### 1. Full-Time Enrollment

- a. The parent(s)/guardian(s) of a nonresident student who wishes to attend school in the Pecatonica Area School District shall submit the required application to the Board of Education. The application shall be submitted during the open enrollment period as authorized by Wisconsin State Statute, in the school year immediately preceding the school year in which the student wishes to attend.

The District shall send a copy of the application to the student's resident school board and to the Department of Public Instruction (DPI) within the period authorized by the DPI.

- b. Upon receipt of the application, it will be forwarded to the District Administrator or his/her designee for review and recommendation. All applications shall be reviewed using the acceptance or rejection of applications to the Board for action. No action shall be taken on any application until the Monday following the closure of the application period as authorized by the DPI.
- c. Within two weeks from the closure of the application period, the applicant shall be notified, in writing, of whether the application has been accepted. If the application is rejected, the notice shall include the reason(s) for the rejection and whether the applicant has been placed on a waiting list.
- d. If the application has been **accepted** by the District, **and not rejected** by the student(s) resident school board, the District Administrator or his/her designee will determine which school or program the nonresident student may attend in the following year. This determination shall be made in consultation with other appropriate staff and in accordance with established District policies and procedures. Within two weeks from the closure of the application period, the applicant shall be notified, in writing, of the specific school or program that the student may attend in the following school year.
- e. The nonresident student's parent(s)/guardian(s) shall notify the Board of the student's intent to attend school in the District in the following school year. This must be done on or before the first Friday following the first Monday in June following receipt of the notice of acceptance.
- f. Annually by June 30, 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 year.



## 2. Part-Time Enrollment

- a. The parent(s)/guardian(s) of the nonresident public high school student who wishes to take course(s) in the District shall submit the required application to the Board. The application shall specify the course that the student wishes to attend and may specify the school(s) at which the student wishes to attend the course. The application shall be submitted no later than six weeks prior to the date the course is scheduled to commence. The District shall send a copy of the application to the student's resident board.
- b. Upon receipt of the application, it will be forwarded to the District Administrator or his/her designee for review and actions. All applications shall be reviewed and acted upon using the acceptance/rejection criteria outlined in related Board policies and procedures. No later than one week prior to the date the course is scheduled to commence, the District Administrator or his/her designee shall notify the applicant and the resident school board, in writing, of whether the application has been accepted and the school at which the student may attend the course. If the application is rejected, the notice shall include the reason for the rejection. If accepted, the acceptance applies only for the following semester, school year or other session in which the course is offered.
- c. The parent(s)/guardian(s) of the nonresident student accepted for enrollment shall notify the District of the student's intent to attend a course in the District prior to the date the course is scheduled to commence.

## **B. Resident Student Open Enrollment Applications**

### 1. Full-Time Enrollment

- a. Upon receipt of a copy of the resident student's application to attend a school or program in another public school district, school office staff shall forward it to the District Administrator or his/her designee for review and recommendation.
- b. All applications shall be reviewed using the criteria outlined in Board policy. The District Administrator or his/her designee shall submit recommendations regarding acceptance or rejection of applications to the Board for action. If the application is rejected, the applicant and the nonresident school board shall be notified, in writing, that the application has been rejected. This notification shall be made on or before the first Friday following the first Monday in ~~April~~ June. This notice shall include the reason(s) for the rejection.
- c. Special Procedure for Resident Not Enrolled in the District – Students who reside in the District but have been enrolled in a private school or home-based private educational program and students who did not reside in the Pecatonica Area School District at the time of applying for full-time open enrollment in another school district must formally enroll in the District prior to attending in another public school district under the full-time open enrollment program.



2. Part-Time Enrollment

- a. Upon receipt of a copy of the resident high school student’s application to attend a course(s) in another public school district, school staff shall forward it to the District Administrator or his/her designee for review and action.
- b. All applications shall be reviewed using the criteria outlined in Board policy. If the application is rejected, the applicant and the nonresident school board shall be notified, in writing, that the application has been rejected. This notification shall be made no later than one week prior to the date the course is scheduled to commence. This notice shall include the reason(s) for rejection.

**C. Appeal of Rejection**

- a. If an application for open enrollment is rejected as outlined above, the student’s parent(s)/guardian(s) may appeal the decision to the Department of Public Instruction within 30 days after the decision.

LEGAL REF.:	Sections	118.13 118.51 118.52 120.13(l)(f)	Wisconsin Statutes
	PI 36	Wisconsin Administrative Code	

CROSS REF.:	423	Public School Open Enrollment
	342.1	Special Education
	345.5	Graduation Requirements
	347 – Rule	Procedures for the Maintenance and Confidentiality of Student Records
	411	Education Opportunities
	412	Full-Time Students
	420	School Admissions
	421	Entrance Age
	421- Rule	Procedures For Early and Delayed Admissions to Kindergarten
	421.1	Admission to First Grade
	422	Admission of Nonresident Students Special Education Policy and Procedure Handbook

APPROVED: July 18, 2011

REVISED: January 19, 2015  
December 21, 2015





**WASB CODE: 431**

### **STUDENT ATTENDANCE**

The Pecatonica Area School Board believes that truancy and excessive excused absences affect a student's education and increase the chance of failure. Therefore, it is of the utmost importance for students to attend school regularly. In accordance with state law, all children between the ages of six and 18 must attend school full-time until the end of the term, quarter or semester in which they become 18 years of age, unless they:

- 1) are excused temporarily from school attendance for personal illness or other reason defined in state law and/or the District's administrative procedures implementing this policy;
- 2) have been authorized to attend an alternative educational program, or participate in another program or curriculum modification, leading to high school graduation or a high school equivalency; or
- 3) have graduated from high school.

Five-year-old kindergarten students shall also be expected to attend school regularly during the full period and hours that kindergarten is in session during the school year.

Procedures shall be developed by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. These procedures shall be in accordance with Iowa and Lafayette County ordinances and state law requirements. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

LEGAL REF.:	Sections	118.15 118.153 118.155 118.16 118.162 118.163 118.165 118.33 938.18(2) 948.45	Wisconsin Statutes
CROSS REF.:	Policy	341.2 - Education For Employment 342.4 - Children At Risk 343.42 - Youth Options  420 - School Admissions 423 - Open Enrollment 434 - Student Release Time	
	Rule	347 - Procedures for the Maintenance and Confidentiality of Student Records 431 - Student Attendance	

APPROVED: August 16, 1993

REVISED: July 18, 2011



**WASB CODE: 431 - RULE**

## **STUDENT ATTENDANCE/TRUANCY PROCEDURES**

### **A. Student Attendance Officer**

1. The building principal or designee shall serve as the attendance officer for his/her assigned school in the District and deal with all matters relating to school attendance and truancy.
2. Each school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance established codes of conduct, board policies and procedures, state law, conduct/behavior as outlined by the student handbook and as stated in rules established by building principals for each school.
3. The school attendance officer or designee shall notify the parent/guardian of a student who has been truant of the student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. "Truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal cause of such absence by the parent/guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be made by personal service, mail or telephone call on which a written record is kept.
4. The school attendance officer shall notify the parent/guardian of a student who initially meets the criteria of a habitual truant by registered or certified mail in accordance with state law and outlined procedures. "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five days on which school is held during a school semester. The habitual truancy notice shall include the following:
  - a. A statement of the parent's/guardian's responsibility under state law to cause the student to attend school regularly.
  - b. A request that the parent(s)/guardian (s) meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the person with whom the parent(s)/guardian(s) should meet; a date, time and place for the meeting; and the name, address and phone number of a person to contact to arrange a different date, time or place if the original date is inconvenient. The date for the meeting must be within five school days after the date the habitual truancy notice has been sent to the student's parent(s)/guardian(s). With the consent of the student's parent(s)/guardian(s), however, the date of the meeting may be extended for an additional five schooldays.



- c. “Under state law, the following penalties may be imposed on parents or guardians for contribution to truancy: 1. For the first offense, by a fine of not more than \$500 or imprisonment for not more than 30 days or both; 2. For a second or subsequent offense, by fine of not more than \$1,000 or Imprisonment for not more than 90 days or both. The court may require a person who is subject to penalties to perform community service work for a public agency or a nonprofit charitable organization in lieu of the penalties specified. The court may order any person who violates this section to participate in counseling at the person’s own expense or attend school with his/her child or both. (Section 118.15(5)(a) and(am), Wis.Stats)”
5. The school attendance officer shall furnish student attendance information to appropriate agencies for purposes authorized by state law and in accordance with the District’s student records policy and procedures.
6. The school attendance officer may contact home-based private educational programs to attempt to discover whether such programs meet the program criteria established by law. All such contacts shall be documented.

## **B. Student Absences and Excuses**

1. The responsibility for regular school attendance rest with the student, and the student’s parent(s)/guardian(s).
2. Prior Parent Excused Absences
  - a. Any student excused in writing by his/her parent(s)/guardian(s) prior to an absence is excused from school attendance. A student may be excused by the parent(s)/guardian(s) under this provision for not more than ten (10) days in the school year. Students so excused are responsible for making up work missed during the absence. Examples of prior parent-excused absences are family trips/vacations, medical, dental or other professional appointments, and court appearances/legal proceedings know in advance.
3. Other District-Excused Absences
  - a. All excused absences require parent(s)/guardian(s) verification which is to be submitted to the school attendance officer or designee in advance of the absence. Eighteen (18) year-old students may submit their own verification. However, if the school attendance officer finds that there is a pattern of excessive absences, the student may be asked to provide other supporting evidence on the reasons for the absences.
  - b. Student is not in proper physical or mental condition to attend school or educational program. In the case of long-term absences, the District may request the parent(s)/guardian(s) to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. The excuse shall be in writing, state the period of time for which it is valid and shall not exceed 30 days. The school may verify any excuse of this nature.



- c. Illness in the immediate family or family emergencies which may require the student to assume family responsibilities for a short term.
- d. Death in the immediate family or funerals for close relatives or family friends.
- e. Religious holiday observances.
- f. A quarantine as imposed by a public health officer.
- g. Serving as an Election Official – Students may be excused to serve as an election official provided, they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s)/guardian(s) and the building principal.
- h. Sounding Taps – A student in grades 6 – 12 may be excused for the purpose of sounding “Taps” during military honors funeral for a deceased veteran.
- j. Attendance at special events of educational value, school activities and other special circumstances that show good cause approved by the school attendance officer.
- k. Absence from school during a period of suspension will also be treated as an excused absence for the purposes of these procedures.
- l. Impassable roads due to inclement weather.
- m. Other times, where in the judgment of the principal, it is in the best interest of the student to be absent from school. Such absences will be judged on the merits of each individual case. Such considerations will only be made after the parent 10 excused days is exhausted.

All students with excused absences shall be given the opportunity to make up work missed in accordance with the following procedures;

- a. The student will be responsible to make up work missed by contacting his/her teachers of the classes missed.
- b. Teachers will be asked to grant to students the number of days missed plus one for make-up time. This provision applies to all work assigned during absences.
- c. Examinations missed during an excused absence shall be permitted to be taken at a time mutually agreed upon by the student and the teacher.
- d. Because of the individual nature of instruction at the elementary level, students are not always able to make up their work prior to an absence from school. Parents/guardians shall contact their child’s teacher to discuss what options might be available.

#### 4. Unexcused Absences

Students with unexcused absences will be given the opportunity to make up class work missed during their truancy. All students with unexcused absences will be permitted to make up examinations missed during the unexcused period, at a time established by the teacher.

#### 5. Tardiness

A pattern of tardiness on the part of any student will be brought to the attention of the student’s parent(s)/guardian(s). Habitual tardiness will be handled according to the same procedure as habitual truancy. The “habitual truancy” definition in state law will be interpreted to apply to tardiness as well as truancy.



## **C. School Attendance Enforcement**

### **1. Parent(s)/Guardian(s) Responsibility**

- a. Parent(s)/guardian(s) of students are requested to telephone the school attendance office no later than 8:30 a.m. on the day of absence to report student absence or tardiness. Failure to contact the school may result in a telephone call to the home or place of employment. Failure to contact the school may result in the absence being recorded as unexcused.
- b. Parent(s) guardian(s) may be required to provide a written explanation of the reason or cause of the absence at the time the student returns to school or in the case of a pre-arranged absence, prior to the absence.
- c. Parent(s)/guardian(s) are to understand that the administration may not excuse absences that are not approved as excused in accordance with District policy and procedures.

### **2. Student Responsibility**

- a. Students are required to attend all their scheduled classes and study halls on a daily basis unless they have obtained parental permission and a pass approved by the school attendance officer or designee to leave school for a valid reason
- b. A student who has been absent or is anticipating being absent shall provide a written explanation of the absence signed by his/her parent(s)/guardian(s).
- c. Students shall always check in to the school building office when they leave and return to school.
- d. Students should make up work missed during an absence in accordance with established procedures.

### **3. Teacher Responsibility**

- a. Teachers are required to emphasize the importance and necessity of good attendance.
- b. Teachers shall record student attendance throughout each school day as determined by the building principal.

### **4. Principal Responsibility**

- a. Principals shall carry out the responsibilities of the school attendance officer as outlined above.
- b. Principals shall maintain office records for all excused and unexcused absences that occur in their school building.

### **5. School District Responsibility**

- a. The District has a responsibility to stress, on a routing basis, the importance of regular school attendance to students, parents/guardians, employers and the community.
- b. The District shall promote activities within the school that enhances attendance. This will be done by:
  - 1) Recognizing students for good attendance.



- 2) Reviewing the truancy plan and procedures during faculty in-service and student assemblies or home rooms.
- 3) Publishing the attendance policy in Student Handbook.
- c. The District shall promote activities that increase the community awareness of school attendance issues and regulations. This will be done by:
  - 1) Encouraging employers to establish work schedules which reduce interference with school attendance and scheduled events.
- d. The District shall promote home-school cooperation in the implementation of the District's attendance policy and procedures. This will be done by:
  - 1) Providing information relative to the attendance policy and procedures, along with the rationale, to parents/guardians and students.

**D. Return of a Truant Student to School**

- 1. When a truant student returns or is returned to school, school personnel shall immediately welcome him/her back. All truants, whether occasional or habitual, need attention. The degree of attention may vary, however, depending upon the age of the student and the pattern of truancy.
- 2. Additional responses to be made by school personnel regarding truant students returning to school may include, but not necessarily limited to the following:
  - a. Assessment of factors contributing to truancy;
  - b. Discussion of alternative educational options and limitations;
  - c. Referral considerations;
  - d. Development of a plan for consequences to truancy;
  - e. Counseling guided re-entry to classes;
  - f. Structured work experienced programs;
  - g. Discussion of student's commitment and responsibility to assist in returning to regular programming;
  - h. Follow-up on obligations of students and parents/guardians regarding attendance (commitment to joint cooperation).

LEGAL REF.:	Sections	118.15 118.153/118.155 118.16 118.162/118.163/118.165 118.33 938.18(2) 948.45	Wisconsin Statutes
CROSS REF.:	Policy	341.2 342.4 343.42 420 423 431 434 347	- Education For Employment - Children At Risk - Youth Options - School Admissions - Open Enrollment - Student Attendance - Student Release Time - Procedures for the Maintenance and Confidentiality of Student Records
	Rule		

APPROVED: July 18, 2011



**WASB CODE: 433.1**

## **ASSIGNMENT OF ELEMENTARY STUDENTS TO CLASSES**

Each spring tentative elementary class sections will be established for the ensuing school year. It is the intent of the Board of Education and administration, where feasible, to limit class size.

The following class size ranges are recommended:

4K – 3:	15 – 25
4 – 8:	18 – 30
7 – 12:	15 – 30

The building principal in consultation with the teaching staff will restructure the class sections using the following basic criteria:

1. Class sections shall represent a heterogeneous mixture related to academic achievement.
2. Class sections shall have a balance of boys and girls.
3. Students identified by their teachers as having special academic or behavior needs will be assigned to class sections based on the recommendation of the resource team: principal, current classroom teacher, teacher for the next grade level, and special education staff as needed.
4. Class sections shall be mixed to the greatest degree possible from year to year to allow for all students to build relationships with all of their classmates.
5. Parent requests may be considered by the principal if received four (4) weeks before the beginning of the school year.

Parents will be notified of their children's placement once all staffing assignments have been made and the principal determines that class lists are no longer tentative.

LEGAL REF.:	Section	118.001 120.12(2) 120.13	Wisconsin Statutes
CROSS REF.:	Policy	342.1 - Special Education 343.2 - Class Size 411 - Equal Education Opportunities Special Education Policy and Procedures Manual PTEA Contract	
APPROVED:	June 29, 1998		
REVISED:	July 18, 2011		





**WASB CODE: 434**

## **RELEASE TIME FOR STUDENTS**

All students who are required by state law to be in school attendance shall be expected to be in full time attendance and carry at least the minimum class load as defined by the Board of Education.

Students may be released during the school day to participate in Board-Approved activities in accordance with established procedures.

No student shall be released from school prior to the end of the school day, or into any person's custody, without the direct approval and knowledge of the principal, or his/her designee. Parent or guardian permission and/or notification shall be required in accordance with established guidelines.

LEGAL REF.:	Sections	118.13 Wisconsin Statutes 118.15
		118.16
		118.153
		118.155
		118.33
		120.12(2)
	PI 18	Wisconsin Administrative Code
CROSS REF.:	Policy	341.2 - Education for Employment
		342.1 - Special Education
		342.4 - Children At Risk
		343.42 - Youth Options
		345.6 - Graduation Requirements
		352 - Field Trips
		370 - Extracurricular Activities
		377 - Interscholastic Athletics
		411 - Equal Educational Opportunities
		412.1 - Full-Time Students
		423 - Open Enrollment
		431 - Compulsory Student Attendance

Special Education Handbook

APPROVED: January 19, 1987  
REVISED: January 18, 2011  
July 18, 2011





**WASB CODE: 434- RULE**

**RELEASE TIME FOR STUDENTS**

Students shall be enrolled in a class or participating in a Board-Approved activity for each class period of each school day. The following activities have been approved for high school students beyond the actual classroom setting:

1. Accommodating religious beliefs.
2. Cooperative Technical Education programs.
3. Work study programs for students participating in children-at-risk programs youth options, school-to-work, and education for employment programs.
4. Approved college, university, technical, and high school courses.
5. Approved study programs through Pecatonica High School.
6. Approved career exploration and post-secondary institution workshops and visitations.
7. Approved field trips and assemblies.
8. Approved Extra-curricular activities.

APPROVED:                      July 18, 2011



**WASB CODE: 443**

## **STUDENT CONDUCT**

Students are expected to abide by any and all established codes of conduct, board policies, state law, conduct/behavior as outlined by the student handbook and as stated in rules established by building principals for each school. Students violating such conduct standards may be disciplined in accordance with such codes, board polices and state laws.

The Pecatonica Area School District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be handled in accordance with established procedures.

LEGAL REF.:	Sections	118.13	Wisconsin Statutes
		118.16(4)(c)	
		118.164	
		120.13(1)	
CROSS REF.:	Policy	363.2	Internet Safety and Acceptable Technology Use
		443.1	Student Dress Code
		443.3	Tobacco Use by Students
		443.4	Student Alcohol and Drug Use
		443.5	Student Use of Electronic Communication Devices
		447.1	Corporal Punishment/Use of Physical Force
		447.2	Student Suspensions/Expulsions
	Rule	411	Student Discrimination Complaint Procedures
		443	Student Classroom Code of Conduct
APPROVED:	July 18, 2011		



**WASB CODE: 443 - RULE**

## **CODE OF CLASSROOM CONDUCT**

The Pecatonica Area School District is committed to maintaining a favorable academic atmosphere. Teachers are expected to create a positive learning climate for students in their classrooms and to maintaining proper order. Students are expected to behave in the classroom and to participate in classroom learning activities in such a manner that allows teachers to effectively carry out their lesson plans. Students are also expected to abide by all rules of behavior established by the Board, administration, and their classroom teachers.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. Students are expected to abide by any and all established codes of conduct, board policies, state law, conduct/behavior as outlined by the student handbook and as stated in rules established by building principals for each school. Students violating such conduct standards may be disciplined in accordance with such codes, board policies and state laws.

## **TEMPORARY REMOVAL OF STUDENTS FROM CLASS OR SCHOOL FUNCTION**

A teacher employed by the District may temporarily remove a pupil from the teacher's class or school function if the pupil violates the terms of this Code of Classroom Conduct. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including, but not limited to detention, suspension, or expulsion for the conduct in which the student was removed.

### **1. STUDENT REMOVAL FROM CLASS**

A teacher may temporarily remove a student from class for the following reasons:

- a. Dangerous disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes the following:

- 
- Possession or use of a weapon or other items such as fireworks or explosive paraphernalia that might cause bodily harm to persons in the classroom
- Possession or being under the influence of alcoholic beverages or other controlled substances, or otherwise in violation of District student alcohol and other drug policies.
- Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment
- Fighting or scuffling
- Taunting, baiting, inciting and/or encouraging a fight or disruption
- Disruption and intimidation caused by group symbols or gestures, or group posturing to provoke altercations or confrontations
- Pushing or striking a student or staff member
- Obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
- Dressing or grooming in a manner that presents a danger to the health or safety of others, causes interference with work or creates classroom disorder, including wearing hats, caps, jackets, or articles of clothing with obscene or questionable printing on them.



LEGAL REF.:	Sections	118.13 118.16(4)(c) 118.164 120.13(1)	Wisconsin Statutes
CROSS REF.:	Policy	363.2 443 443.1 443.3 443.4 443.5 447.1 447.2	Internet Safety and Acceptable Technology Use Student Classroom Code of Conduct Student Dress Code Tobacco Use by Students Student Alcohol and Drug Use Student Use of Electronic Communication Devices Corporal Punishment/Use of Physical Force Student Suspensions/Expulsions
	Rule	411	Student Discrimination Complaint Procedures
APPROVED:	July 18, 2011		





**WASB CODE: 443.3**

**TOBACCO & NICOTINE USE BY STUDENTS**

The use of tobacco and tobacco products, including e-cigarette and nicotine oil products, by student on school premises, in school owned vehicles and at school sponsored events is strictly prohibited. Students violating this policy shall be subject to disciplinary action in accordance with legal requirements and established district policies and procedures as outlined in the student handbook and athletic code of conduct. This policy also includes students who are 18 years of age or older who can legally purchase said products.

LEGAL REF.:	Sections	120.12(20) 120.13(1)	Wisconsin Statutes
CROSS REF.:	Policy	447 524 831	Student Discipline Tobacco, Alcohol, and Drug Use by Staff Members Public Use of Tobacco Products
APPROVED:	January 19, 1987		
REVISED:	July 18, 2011 April 15, 2019		



**WASB CODE: 443.4**

## **STUDENT ALCOHOL AND DRUG USE**

No student shall possess, use, distribute, sell, manufacture, or be under the influence of alcohol or other drugs not medically prescribed while on school property, at school sponsored events, or in a school-owned vehicle. In addition, the following are prohibited also: Sale or distribution of look-alike substances, use or possession of drug paraphernalia, and inappropriate use of inhalant substances.

Students are prohibited from participating in conduct that promotes the use of illegal drugs.

Students who violate this policy shall be subject to disciplinary action in accordance established codes of conduct, board policies, conduct/behavior as outlined by the student handbook and as stated in rules established by building principals for each school, up to and including suspension or expulsion. Any discipline shall be reasonable and appropriate to the nature of the offenses and shall be administered in a fair and consistent manner. Students may also be referred to law enforcement for prosecution under applicable laws.

A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol in violation of this policy. The test shall be administered by a law enforcement officer or trained school official and shall meet state law requirements. A student may be disciplined for refusing to submit to a breath test.

The District's Student Assistance Program (SAP) is designated to educate, assist, and support students who have alcohol and drug-related concerns. Students have access to the SAP in accordance with established district policy and procedures.

Staff, students and parents/guardians shall be notified of this policy through student and staff handbooks and other appropriate means.

LEGAL REF.:	Sections	118.01(2)(d)
		118.125
		118.127
		118.24(2)(f)
		118.257
		118.45
		120.13(1)(a)
		125.02(8m)
		125.07
		125.09(2)



938.396  
Chapter 961 Individuals with Disabilities Education Act (as amended)

CROSS REF.: Policy 443 Student Conduct  
443.1 Student Dress Code  
443.3 Tobacco Use by Students  
446.1 Searches of Student Lockers  
447 Student Discipline  
447.1 Corporal Punishment/Use of Physical Force  
447.3 Student Suspensions and Expulsions  
453.1 Emergency Nursing Service  
453.4 Administering Medication to Students  
456 Student Assistance Program  
831 Public Use of Tobacco Products  
Rule 347 Procedures for Maintenance & Confidentiality of  
Student Records  
443 Student Classroom Code of Conduct  
Student Activities Academic & Athletics Handbook

APPROVED: January 19, 1987

REVISED: July 18, 2011





**WASB CODE: 445**

## **STUDENT INTERVIEWS AND INTERROGATIONS WITH LAW ENFORCEMENT OFFICIALS**

The District recognizes that cooperation with law enforcement agencies is necessary for the education and protection of students, for maintaining a safe environment in the District schools and for safeguarding all school property. At the same time, the District recognizes its responsibility to protect the educational process and to provide for the concerns of parents/guardians regarding the welfare of their children.

Law enforcement officials may be called to the school when laws may have been violated and in situations which threaten the safety of students and/or employees. In these situations, students may be interviewed by law enforcement officials in accordance with established procedures.

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee. If a request for a student interview is denied, the building principal or designee shall state the reason for such denial. Law enforcement officials may appeal decisions made by the building principal or designee to the District Administrator.

School officials shall make an attempt to notify parents/guardians of a student interview with law enforcement officials if possible. A school representative may be present during the interview.

<b>LEGAL REF.:</b>	Sections	48.19	Wisconsin Statutes
		48.981(3)	
		118.125	
		118.127	
		938.396	
		946.40	
		946.41	
	Wisconsin Attorney General Options		
	(79 OAG 49 – 1900 and 81 OAG 126, 132-33 – 1994)		
<b>CROSS REF.:</b>	446.1	Searches of Student Lockers	
	347 – Rule	Procedures for Maintenance & Confidentiality of Student Records	
	454	Reporting Child Abuse/Neglect	
<b>APPROVED:</b>	July 18, 2011		





**WASB CODE: 447.3**

## **STUDENT SUSPENSIONS AND EXPULSIONS**

The Pecatonica Area School Board of Education recognizes the importance of maintaining proper order and discipline in the schools and holding students accountable for their actions and compliance with Board policies and school rules. The Board also recognizes and actively supports the primary mission of public schools to help ensure all students receive a proper education and graduate from high school.

With that in mind, the Board directs the District Administrator and building principals to utilize disciplinary strategies that keep students in school while maintaining a safe and positive school environment for student learning. These disciplinary strategies may include, but are not necessarily limited to, positive behavioral interventions and supports, after-school detentions and in-school suspensions.

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 or the property of others, or shows complete and repeated defiance or refusal to comply with school rules or policies. The building principal may administer an out-of-school suspension under these circumstances when it is reasonable justified and is carried out in accordance to state law requirements. A student shall also be suspended from school when required by law (e.g., possessing a firearm in violation of state law and Board policy).

Except when required by law, student expulsion from school should be considered the last resort after other disciplinary 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, students, and others at school or under the supervision of school authority, or District employees or Board members. The District Administrator will review the circumstances and refer the matter to the Board for expulsion consideration if the circumstances involved warrant. All legal requirements regarding student expulsion hearings and expulsions shall be followed.

The Board shall expel a student from school only if the interest of the school demands the student's expulsion or in cases where expulsion is required by law (e.g., possessing a firearm in violation of state law and Board policy). When determining whether to expel a student and the length of expulsion, the following factors may be considered in each individual case:

1. The degree of danger the student poses to others or property, including consideration of past conduct;
2. The age of the student;
3. The effect a term of expulsion will have on the student's education;
4. The desire of the student to make good use of the educational services provided;
5. Whether the student has made good use of educational services in the past;
6. The degree of responsibility and remorse the student feels regarding his/her offending conduct;
7. The support of the student's parent(s) or guardian in reforming the student's offending conduct and preventing the recurrence of such conduct.



If the Board determines that the interest of the school demands the student's expulsion, the student shall be expelled from school.

The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school early before the end of the term of his/her expulsion. The early reinstatement condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements.

All student expulsions, including those involving students with disabilities, shall be in accordance with state and federal laws, and established District policies and procedures.

LEGAL REF.:	Sections	118.127	Wisconsin Statutes
		118.16(4)(b)	
		120.13(1)	
		948.605	
	PI9.03(1)	Wisconsin Administrative Code	
		Individuals with Disabilities Education Act	
		Gun Free Schools Act	
		1994	
CROSS REF.:	411	Equal Education Opportunities	
	411 – Rule	Student Discrimination Complaint Procedures	431
	– Rule	Student Attendance	
	443	Student Conduct	
	832	Weapons on School Premises	Special
		Education Policy and Procedure Handbook	
APPROVED:	August 15, 2011		





WASB CODE: 453.1 – RULE

## EMERGENCY NURSING SERVICES PROCEDURES

1. Definitions:
  - a. Emergencies are those conditions which require prompt intervening action to maintain physical, mental and emotional health of pupils, and which require only first aid by school personnel.
  - b. Emergency nursing services means nursing assessment and may include intervening action by the registered nurse, or designated others under his/her direction, of conditions which require prompt or immediate action.
2. The emergency nursing service shall be under the direction of:
  - a. Lori Neumann, M.D., Medical Advisor to the Lafayette County Community Health Nursing Service.
  - b. Debbie Siegenthaler, R.N., BSN, Director, Lafayette County Community Health Nursing Service.
  - c. Annie Timmerman, R.N., BSN, Staff nurse who serves Pecatonica Area School District.
  - d. Building principals or other personnel shall assist the nurse.
3. All "designated" persons shall be trained in first aid procedures through an acceptable first aid course. The Nursing Agency shall coordinate or conduct additional in-service training regarding emergency care as deemed necessary by the Nursing Agency. The School may allow "designated" persons adequate time to attend the necessary in-service. Faculty or other school personnel trained in first aid shall be "designated" by name to serve at specific times during school hours and extracurricular functions as renderers of first response care if an emergency situation arises. This list shall be posted in the school office. It is the responsibility of everyone working in the school to be aware of the designated person in his/her area of the building. Emergency Care Chart will be referenced for First Aid Procedures. A book of protocols is available in every building for emergency situations.
4. The nurse in the school and the supervising nurse in the Agency will annually review, with the building principal and other administration, the plans and implementation of the emergency nursing service, including facilities, supplies, adequacy of training of designated assistants, policies and procedures.



5. A health room shall be open to students and staff during the school day. It should be near the office so office can oversee the health room. The health room shall be maintained by a "designated person" under the supervision of the nurse. This room shall be available for the nurse to use when in the school.
6. A personal data health record for accident or illness shall be on file for each student and school employee and shall be updated annually. This is the responsibility of the school secretary but shall be assisted by the Nursing Agency. The Agency shall provide a form for collecting health data from parents and shall assist in getting this data on the emergency cards. This will be done at the beginning of each school year. This personal data health record shall be available to the nurse in the school.
7. A log of emergency nursing services provided shall be maintained by the school nurse or the building secretary or others "designated" to provide service. All service provided in the health room shall be entered in the Log by the person providing service. A report on services shall be made annually to the District Administrator by the nurse with recommendations for improvement.
8. Once it has been determined by the Principal's office that a student should be returned to his home for health reasons, the parents shall be asked to pick up the child. If the parent or other responsible relative cannot do so, the Principal or authorized adult will transport the child home. In no case will a child be sent to an unsupervised home without parental permission.
9. For emergency and life threatening situations, the "designated" person shall be brought to the scene and stay with the injured. Simultaneously the principal's office should be notified, and the emergency plan should go into action. The closet hospital should be used as the emergency facility, except when parent designates otherwise. The Rescue Squad closet to the school will be called when necessary. This number is to be posted in the school office.
10. The district administrator office shall be notified as soon as practicable in the case of injury on school property that requires major first aid. All cases of major and/or minor first aid shall be logged in the health room. All cases, major and minor, shall have an accident report completed for Health Room file.
11. Prescription drugs will be made available by school district personnel with written parental and medical permission. Prescription medication must be clearly labeled as to content and dosage and side effect. The nurse serving the school should be made aware of all drugs administered in the school setting. She should be responsible for medicine and drug management. She shall provide teachers with information about the drug and its side effects. The nurse shall keep a log of students requiring medication management. Dosage shall be scheduled whenever possible so that medication need not be sent to school.



12. It is recommended that when a student is taking prescription medication at home, the school should be notified by the parent. Parents shall be informed of this on the Health Data Sheet sent home with each child.
13. Provisions should be made by the school for liability insurance to cover all personnel who provide emergency first aid service.
14. We recommended that the nursing program and established school safety regulations be reviewed annually by the district administrator, the building principals and the nurse in the school. Financial coverage of emergencies should be previously planned for i.e., transportation (vehicle), insurance, medical treatment and costs. Parents/Guardians will be expected to assume cost for an emergency care of their child.

LEGAL REF.:           Sections           118.07(1)                   Wisconsin Statutes  
  118.125  
  118.29  
  118.291  
  121.02(1)(g)  
  146.81 – 146.83  
  252.12

PI 8.01(2)(g) Wisconsin Administrative Code

CROSS REF.:           347 – Rule           Procedures for Maintenance & Confidentiality of  
  Student Records  
  453.1           Emergency Nursing Services  
  453.2           Student Immunizations  
  453.3           Communicable Diseases  
  453.4           Administering Medication to Students  
  453.5           Student Physical Examinations  
  720            School Safety Program  
  School Safety Plan  
  District Exposure Control Plan

APPROVED:           August 15, 2011





**WASB CODE: 453.2**

## **STUDENT IMMUNIZATIONS**

Students admitted to the District shall be required to have all immunizations as required by state law and identified by the Department of Health Services. The immunization requirement may be waived when a student's parent/guardian, or an adult student, submits an objection for reasons of health, religion, or personal conviction. Written evidence of immunizations or a written waiver request shall be submitted to the school nurse within 30 days of the student's admission to school. Immunization records shall be maintained as progress records in accordance with state legal requirements. An immunization plan shall be developed in cooperation with local public agencies to ensure that the District is in compliance with the immunization requirements.

LEGAL REF.:	Sections	118.125 120.12(16) 252.04	Wisconsin Statutes
	DHS 144	Wisconsin Administrative Code	
CROSS REF.:	347 420 453.3	Student Records School Admissions Communicable Diseases	
	District Immunization Plan		
APPROVED:	January 19,1987		
REVISED:	August 15,2011		



**WASB CODE: 453.3**

## **COMMUNICABLE DISEASES**

The Pecatonica Area School District assists other state and county agencies in the setting of appropriate health standards, in promoting the good health of students and their families and in educating students and staff in disease prevention and good health practices. The Board recognizes its responsibility to inform appropriate staff and to outline responsibilities of various professionals when dealing with communicable diseases.

School district personnel (principals, teachers, counselors, psychologist, and other support staff) are responsible for reporting communicable diseases to the local health officer (County Health Department). Students who are suspected of having those communicable diseases specified by the Department of Health of Lafayette, Iowa, Green, or Dane Counties may be sent home by any teacher or principal. The parents will be notified as soon as practicable of any student who is suspected of having a communicable disease.

Employees and students are subject to temporary exclusion from the school environment if they are diagnosed as or suspected of having a communicable disease, such as, but not limited to, those listed in the guidelines.

Records and information collected on students and staff with suspected or confirmed communicable disease are confidential and handled in accordance with state and federal laws and board policy.

The District Administrator will develop administrative guidelines including an appeal process for handling and implementation of this policy.

LEGAL REF.:	Sections	103.15	Wisconsin Statutes
		118.01(2)(d)2c	
		118.125	
		118.13	
		118.195	
		121.02(1)(g) and (i)	
		146.81-146.83	
		252.15	
		252.19	
		252.21(1) and (6)	
	DHS 145		Wisconsin Administrative Code N. 6.03(3)
	COMM 32.50(2)		
	29 Code of Federal Regulations, Part 1910 – Subpart z		
CROSS REF.:	347		Student Records
	411 – Rule		Student Discrimination Compliant Procedures
	430		Compulsory Student Attendance
	453.5		Student Physical Examinations
	511 – Rule		Discrimination Compliant Procedures (Employee)
	523.1		Staff Physical Examinations
APPROVED:	526		Personnel Records
January 19, 1987	720		School Safety Records
REVISED: August 15, 2011			

School Safety Plan  
District Exposure Control Plan  
District Immunization Plan  
Current Employee Agreements





**WASB CODE: 453.5**

## **STUDENT PHYSICAL EXAMINATIONS**

Students entering kindergarten shall also be requested to provide evidence that they have had their eyes examined by and optometrist or physician.

In order to be eligible for athletic competition each student must have a physical examination at least every other year as confirmed on the WIAA physical examination card or alternate year athletic permit card.

LEGAL REF.:	Sections	118.125 118.25(3) 118.135	Wisconsin Statutes
	WIAA Handbook		
CROSS REF.:	347 – Rule	Procedures for Maintenance & Confidentiality of Student Records	
	420	School Admissions	
	421	Entrance Age	
APPROVED:	January 19,1987		
REVISED:	August 15,2011		



**WASB CODE: 454**

## **REPORTING CHILD ABUSE/NEGLECT**

As a social resource the school is second only to the family unit in its potential for sustained, thorough involvement in a child's life. Because of this sustained contact, school personnel are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.

To combat the child abuse and neglect problem and in compliance with state law, any district teacher, counselor, nurse, social worker, administrator, or other mandated reporter 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 abuse or neglect and that abuse, or neglect will occur, shall make a report in accordance with legal requirements and district procedures. Reports shall be made to the county social services and shall include information about the facts and circumstances that led to the filing of the report. If the reporter has reason to suspect that a child's, or an unborn child's health or safety is in immediate danger, the reporter may request an immediate investigation by the sheriff or police department.

It is not the responsibility of school personnel to prove that the child has been abused or neglected, nor to determine whether the child is in need of protection. School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect. District staff may request consultation from other staff members, such as pupil service staff, on the reporting process and the necessary follow-up.

State law requires that threatened or suspected abuse or neglect be reported. No District employee shall be discharged from employment for making such a report. In addition, state law guarantees immunity from any civil or criminal liability that may result from making a report on child abuse or neglect. Information about a child abuse or neglect report, including the identity of the reporter, shall be kept confidential and only shared with persons authorized under state law to have the information. Any staff member who releases confidential information to unauthorized persons and any mandated reporter who fails to make a report shall be subject to disciplinary action by the District and may be liable for criminal penalties under state law.

The District Administrator shall establish any necessary procedures to implement this policy and to comply with state law.

LEGAL REF.:	Sections	48.02 48.981 115.368 118.01(2)(d)8 118.125	Wisconsin Statutes     118.126 940.203
CROSS REF.:	347 – Rule 445	Procedures for Maintenance & Confidentiality of Student Records Interviews and Interrogations by Law Enforcement Officials School Safety Program	940.225 944.30
APPROVED:	January 19, 1987		
REVISED:	August 15, 2011		



**WASB CODE: 455.2**

## **STUDENT MOTOR VEHICLE USE**

When students drive motor vehicles to school and park in the school parking lot, the motor vehicles must remain in the lot until the end of the school day. For safety reasons, motor vehicles may not be driven during the noon hour. The exception to this policy is when students have written permission of the parent/guardian unless the student is an adult.

LEGAL REF.:	Sections	120.12(2) 120.13(1)(a)	Wisconsin Statutes
CROSS REF.:	443.4	Student Alcohol and Drug Use Student Handbook	
APPROVED:	January 19, 1987		
REVISED:	August 15, 2011		



**WASB CODE: 457**

## **SUICIDE PREVENTION AND INTERVENTION**

The Pecatonica Area School District recognizes its responsibility for the health, welfare, and safety of the students who attend our schools. The role of the schools is prevention and intervention through education. The school does not provide treatment for students but may refer to appropriate agencies. The District further recognizes that awareness and community coordination are necessary in the successful implementation of the suicide prevention, intervention and postvention program. In those cases where a student dies, the school's role is to assist students at the school in the grieving process.

### Prevention and Intervention

The District's suicide prevention, intervention, postvention program shall be designed with the following components in mind:

1. Prevention: Suicide prevention programming for students will facilitate positive emotional development and problem-solving skills and promote awareness in students and staff of the warning signs of suicide, and how to respond to potential suicide situations.
2. Intervention: The school responds to a potentially suicidal student to ensure effective assessment and referral to the appropriate agency.

### Tragic Death Postvention

1. Each student's death must be responded to based on the individual circumstances.
2. Postvention: A uniform plan of response will communicate the facts and accommodate the grieving process within the daily activity of the school.

LEGAL REF.: Sections 115.365 Wisconsin Statutes  
118.01(2)(d)  
118.295  
895.48

CROSS REF.: 457 – RULE Suicide Prevention and Intervention  
347 – RULE Procedures for Maintenance & Confidentiality of Student Records  
443.4 Student Alcohol and Drug Use School Safety Plan

APPROVED: January 19, 1987

REVISED: August 15, 2011



**EXHIBIT 457 (1)**

**SUICIDE RISK REPORT**

**STUDENT** \_\_\_\_\_

**DATE** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_

**GRADE** \_\_\_\_\_

**REFERRED BY** \_\_\_\_\_

Referring person's concerns: (provide information regarding this incident including written material that may exist)

Student's comments and behavioral observations:

Parent/Guardian \_\_\_\_\_

Home Phone \_\_\_\_\_

When Parent notified \_\_\_\_\_

Work Phone \_\_\_\_\_

Who contacted/involved (include school personnel, law enforcement, Lafayette County Human Services)

Plan of Action

APPROVED: August 15, 2011





**WASB CODE: 457 - RULE**

## **SUICIDE PREVENTION AND INTERVENTION**

### **Suicide Intervention**

When any person employed by the Pecatonica Area School District has reason to believe, either by virtue of direct knowledge or a report by another person, that a student is in danger of harming him/herself through attempted suicide, or has attempted suicide, that person is to report the situation immediately to the building principal. The procedure to report this situation is as follows:

1. During School Hours:
  - a. Staff will notify the building principal, Counselor, or Psychologist of a possible suicide threat.
  - b. The building principal, counselor, or psychologist will determine whether further intervention is necessary and will consult with at least one other member and assess the degree of potential suicide risk. A building principal shall be kept informed of the situation.
  - c. In those cases where the threat is imminent, the counselor or designee may contact law enforcement for immediate assistance.
  - d. The parent or guardian will be contacted and informed about the potential threat of suicide. The counselor or designee will assist the parent or guardian and student in pursuing the most appropriate course of action.
  - e. A follow-up with the parent and with the student as appropriate by the counselor will occur for the purpose of providing information regarding support services.
  - f. Staff members involved with the student will be informed as appropriate.

2. After School Hours:

If a student should call a staff member after school hours, or if a staff member becomes aware of a student threatening suicide after school hours, the staff member should contact:

- a. The local police and Lafayette Human Services
- b. A building principal or district administrator
- c. A parent or guardian, if possible

### **Suicide or Other Tragic Death Postvention**

Postintervention is the process of responding when a student commits suicide or dies through any other circumstances. It is important to emphasize that help is available, and will be provided for students and staff. School will remain in session. All efforts will be made to maintain as normal a school day as possible.

Guidelines to be followed in the event of suicide or other tragic death are; students and staff. School will remain in session. All efforts will be made to maintain as normal a school day as possible.





**WASB CODE: 458**

## **SCHOOL WELLNESS**

The Pecatonica School District believes that it is important to make an important contribution to the general well being, mental and physical capacity and learning ability of each student and provide an opportunity to fully participate in the education process. The Pecatonica School District promotes a healthy school by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Healthy eating and physical wellness are largely linked to reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and well being of all students, it is the policy of the Pecatonica Board of Education to:

1. Ensure that all children have access to adequate and healthy food choices on scheduled school days at reasonable prices.
2. Ensure that food sales/parties for students are held during hours that will not conflict with the lunch program. The Pecatonica School District operates under the National School Lunch program regulations.
3. Support and promote proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school- sponsored activities during the instructional day shall meet or exceed the district nutrition guidelines. Emphasis shall be placed on foods that are nutrient dense per calorie. Foods shall be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals. Encourage all staff to focus on the Dietary Guidelines for Americans.
4. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be dependent on revenue from high-fat, low nutrient foods to support school programs.
5. Coordinate school food service with the school wellness policy to reinforce messages about healthy eating and to ensure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits.
6. Provide school staff involved in nutrition education and in supporting a healthy school environment, with adequate pre-service and ongoing in-service training that focuses on strategies for behavioral change.
7. Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating and lifestyles.
8. Regularly evaluate the effectiveness of the school wellness policy in promoting healthy eating and change the policy as appropriate to increase its effectiveness.



## **FOOD SERVICE NUTRITIONAL GUIDELINES**

The following guidelines apply to all students in grades ECH-12

### **Water Consumption**

Encourage increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students are allowed to carry water bottles during the school day. Even during periods of moderate temperature, staff members should remind students of the value of consuming water. Water sales should be a significant option through school vending and concession services. Water should be available during mealtimes, at least through water fountains.

#### Water Bottle Policy

Each classroom teacher shall determine when students may bring water bottles for use during school time and establish a policy for whether or not bottles may be refilled during class time.

- Water bottles must be clear and have secure caps
- Student may not share water bottles
- Students misusing water bottles will be subject to disciplinary action.
- Teachers have discretion in determining classroom use
- Water bottles may not be used in computer and science labs.

### **Fat Content**

Foods from reimbursable meals shall, over the course of five days, derive no more than 30% of their total calories from fat and less than 10% of total calories from saturated fats. These recommendations are consistent with federal mandates. Content from Added Sugars

No individual item served by food service as part of a traditional meal, as an a la carte item or as a snack item may contain more than one third of its weight from added sugar. An exception may be made periodically for a traditional meal treat.

### **Milk Products**

Milk will be promoted during all meals. Milk will be available to students bringing sack lunches. Both white and chocolate milk will be available during the school lunch program. No products will be served which derive more than one-third of their weight from added sugars. Nonfat (skim) milk will be featured in single-serving sizes whenever possible.

#### **Soda** (Carbonated Drink Products)

Soda will not be sold through the food service program.

## **GUIDELINES FOR FOOD AND BEVERAGES OFFERED TO STUDENTS AT SCHOOL FUNCTIONS**

The Pecatonica School District encourages the use of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students will calories rich in the nutrient content needed to be healthy. At any school function (parties, celebrations, feasts, sporting events, etc.) healthy food choice options should be available.



Some suggested foods are listed below:

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit and 100% fruit juice
- Frozen fruit juice pops
- Dried fruits (raisins, banana chips, etc.)
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Low-fat meats and cheese sandwiches (use low-fat mayo in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Low-sodium crackers
- Baked corn chips & fat-free potato chips with salsa and low-fat dip (Ranch, French Onion, bean, etc.)
- Low-fat muffins, granola bars and cookies
- Angel food and sponge cakes
- Flavored yogurt & fruit parfaits
- Jell-O and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat and skim milk products

### **Fundraising Activities and Concessions**

Any fundraising requires administrative approval. To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The following recommendation is made to promote healthy choices for children related to fundraising activities supported by the school:

Whenever food and beverages are sold that raise funds for the school, at least some healthy food choices should be included.

Organizations operating concessions at school functions shall include at least some healthy food choices in their offerings.

### **Learning incentives**

The use of foods of minimal nutritional value as learning incentives should be kept to a minimum, and healthy food choices or nonfood items should be substituted.

### **PHYSICAL ACTIVITY GUIDELINES**

The Pecatonica School District will provide organized health and physical education curricula and related programs. The physical education curriculum teaches children the importance of physical exercise and exposes students to a wide range of physical activities so that students develop the knowledge and skills to be physically active for life. The district has adopted a curriculum that is aligned to the Wisconsin State Standards for physical education that include an emphasis on physical fitness and lifetime activities. State licensed physical education teachers teach physical education at all levels.



High school students are required to have three credits in physical education for graduation. The health curriculum will educate students to develop the knowledge, attitudes, and skills for healthy behavior including, but not limited to life long healthy eating habits and physical activity. The district has adopted a curriculum that is aligned to the Wisconsin State Standards for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles. Healthy lifestyle topics are taught at each grade level, preschool through grade eight. High school students are required to have one credit of health for graduation.

Elementary students (kindergarten through grade 5) will be provided with an average of at least 45 minutes of physical activity daily.

The district and community provide additional opportunities for physical development and fitness through co-curricular and after-school activities, swimming lessons and the use of the facilities throughout the summer for fitness activities and athletic camps.

LEGAL REF.:	PI 8.01(2)(j) Wisconsin Administrative Code Child Nutrition and WIC Reauthorization Act of 2005
CROSS REF.:	760 Food Service Management
APPROVED:	January 19, 1987
REVISED:	August 15, 2011



**WASB CODE: 460**

## **STUDENT AWARDS AND SCHOLARSHIPS**

All students are eligible to apply for scholarships. All scholarships will be awarded based on established criteria.

The District shall not discriminate in the 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, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:           Sections       39.41           Wisconsin Statutes  
  118.13  
                                  PI9.03(1)       Wisconsin Administrative Code  
                                  HEA 9

CROSS REF.:       345.1- RULE Grading Policy  
                          345.62       Requirements for Participation in Graduation Exercises 411  
                          – RULE       Student Discrimination Complaint Procedures  
                          420           School Admissions  
                          461           Academic Excellence  
                          Scholarship Student Handbook

APPROVED:         January 19, 1987

REVISED:          August 15, 2011







**WASB CODE: 462**

### **Wisconsin Technical Excellence Higher Education Scholarship**

Unless otherwise expressly determined by the School board, these procedures for awarding the Wisconsin Technical Excellence Higher Education Scholarship shall apply exclusively to the scholars designated during the 2014-15 school year.

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Scholarship. Any ties will be broken, and alternates will be designated as further provided by law and in these procedures. A student who receives a Technical Excellence Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

The District's designation of its scholar(s) and alternates is not a final determination that the student has met, or will meet, all applicable requirements for receipt of the scholarship funds.

### **Designating Scholars and Alternates**

The District shall identify its Technical Excellence Scholarship designees(s) and alternates(s) using the following procedures:

1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration.
2. Members of the District's high school staff shall verify that each student who has submitted a timely declaration of interest meets the minimum eligibility requirements that are to be verified at the school level, including all such requirements established under these procedures or by the HEAB or by the scholarship program's authorizing statute.
3. For purposes of ranking the qualified scholarship candidates and designating scholars and alternates, the District adopts the points-based ranking system established by the HEAB, under which students' grade-point average in their Career and Technical Education (CTE) courses serves as the initial tie-breaker if two or more relevant students have acquired the identical number of points. If there are any remaining relevant ties, those remaining ties shall be resolved through the further tie-breaking procedures that have been developed and approved by representatives of the high school administration and staff.
4. The high school will designate and rank a group of alternates that is at least equal in number to the number of scholarships that the high school is permitted to award under these procedures.



### **Additional Requirements/Procedures for Awarding Points in the Points-Based Ranking System**

Points associated with Career and Technical Education (CTE) courses will be awarded based upon a standard of each 0.5 high school credit earned toward high school graduation earning 0.5 of a point. CTE courses that are in progress during the grading period in which the district designates its scholars and alternates shall be counted in the point total based on the high school credit expected to be earned. The District will use the definition of CTE courses identified by the HEAB.

For points earned for participation during high school in a Career and Technical Student Organization (CTSO) that is offered in the District, the burden is on the student to demonstrate for each participation point claimed that he/she actively and regularly participated in a qualifying CTSO for substantially all of the school year in question. “Substantially all of the school year” means at least  $\frac{3}{4}$  of the full school term in grades 9, 10, and 11, and beginning prior to November and continuing through February in grade 12.

### **Assignment of Responsibilities**

A work team comprised of at least one high school administrator and at least one high school counselor or CTE teacher shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including defining and applying written tie-breaking procedures to the extent necessary. The staff members working on the designations shall submit their work to the High School Principal for final review.

The High School Principal shall be responsible for ensuring that the District timely designates and notifies the HEAB of the District’s scholars and alternates.

### **District Requirements Determining When a Student May Compete for the Scholarship**

As far as (1) determining when a student acquires senior status and the year in which he/she may otherwise compete for the Technical Excellence Scholarship; and (2) defining the length of time the student must have attended high school in the District in order to compete for the Technical Excellence Scholarship, the District will use the same standards that apply to the process for designating scholars and alternates for the Academic Excellence Scholarship.

### **High School Grading Policy**

The District has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Technical Excellence Scholarship. To the extent it is necessary to calculate a student’s overall grade point average, or grade point average in a subset of courses especially relevant to the Technical Excellence Scholarship, the high school grading system shall be applied, so far as practical, in the same manner as it is applied to calculate the student’s cumulative grade-point average as reported on the student’s high school transcript (including to the same number of decimal places).

LEGAL REF.: 2013 Wisconsin Act 60  
Wis. Stats. 115.367 (2) 2013 Wisconsin Act 59

CROSS REF.: 461 Academic Excellence Scholarship

APPROVED: January 19, 2015