



School Handbook Supplement

2017–2018

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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2 SCHOOL MISSION AND OVERVIEW

2.1 Mission Statement

Wisconsin Connections Academy's (WCA) mission is learning online through a strong family-school partnership. WCA provides a rigorous curriculum while balancing flexibility with accountability.

3 SCHOOL ORGANIZATION AND ROLES

3.3 School Information

School Information	School Contact
School Phone Number	(920) 993 - 7076
School Fax Number	(920) 832 - 6284
School Mailing Address	PO Box 2019 Appleton WI 54912 - 2019
School Street Address and Shipping Address	Wisconsin Connections Academy Morgan Building 350 W. Capitol Drive Appleton WI 54911
School Hours	8:00 a.m. – 3:45 p.m. (M-F) – Office 8: 27 a.m. – 3:16 p.m. (M-F) - Teachers
Websites	Local school website (www.aasd.k12.wi.us/wca) or For additional WCA-CA information (www.connectionsacademy.com/wca)
Technical and General Support	800-382-6010
School Administrator	Michelle Mueller
WebMail	All staff and support services are located in the Education Management System's (Connexus®) WebMail address book.

3.4 School Schedule

3.4.1 The 2017–2018 School Calendar

Event	Date
<i>First Day of School</i>	September 5, 2017
Labor Day (No School in Session)	September 4, 2017
Fall Break (No School in Session)	October 26 & 27, 2017
Thanksgiving Break (No School in Session)	November 22-24, 2017
Winter Break (No School in Session)	December 25-January 1, 2018
<i>First Semester End Date</i>	January 19, 2018
No School (No School in Session)	January 22, 2018
No School (No School in Session)	February 16, 2018
Presidents' Day (No School in Session)	February 19, 2018
Spring Break (No School in Session)	March 23-April 2, 2018
Memorial Day (No School in Session)	May 28, 2018
<i>Last Day of School</i>	June 8, 2018

3.4.2 Required Instructional Hours

Based on a 173 day school year:

- Grade K = 437 hours (2.5 hours per day)
- Grades 1 – 6 = 1050 hours (6.1 hours per day)
- Grades 7 – 12 = 1137 hours (6.6 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time.

3.4.3 Emergency Closure Plans

In the event that the school's office(s) close due to an unexpected emergency (such as hazardous weather conditions), a "must read" WebMail notice will be sent from the school to all families explaining the details of the office closure.

3.5 Enrollment, Withdrawals, and Transfers

Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. The maximum enrollment age may also vary by student, dependent upon on the program in which a student is enrolled. In Wisconsin, the maximum age limits are:

- General education students who turn 20 on or before September 1st
- Students who receive special education and related services who turn 20 on or before September 1st

Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school counselor or administrator

3.5.2 Kindergarten and First Grade Admissions

Kindergarten: Any student enrolling in kindergarten must be five (5) years old on or before September 1, to be eligible for enrollment in WCA.

First Grade: Any student enrolling in first grade must be six (6) years old on or before September 1, to be eligible for enrollment in WCA. 5-year-old kindergarten is a prerequisite to being admitted to first grade in a public school.

3.5.3 Enrollment After the Start of the School Year

WCA is a public school and therefore is governed by the State of Wisconsin and Department of Public Instruction laws regarding enrollment.

WCA enrolls students at the beginning of each semester. For the first semester, students are required to have a Connexus account created prior to the first day of school to be eligible for enrollment. Students are also required to be fully enrolled and actively participating in the curriculum by the third Friday in September. (Actively participating in the curriculum is defined as completing lessons and checking them off as being completed, attending virtual classes, and/or taking assessments.) Students enrolling for the second semester must be fully enrolled

and actively participating on the first day of the semester. Students not meeting this criteria will be unable to attend during the current school year.

Students living outside of the Appleton Area School District (AASD) wishing to enroll in WCA may do so through the State's Open Enrollment Program. Please visit the [Department of Public Instruction \(DPI\) website](http://dpi.state.wi.us/) (http://dpi.state.wi.us/) to learn more about open enrollment.

3.5.4 Dual Enrollment in Another K–12 Program

WCA adheres to all State requirements and statutes regarding enrollment. For more information regarding enrollment, visit the DPI website.

WCA is a full-time program; therefore, students may not be concurrently enrolled in another public school on a full or part-time basis.

However, students may apply to take up to two classes per semester at an approved institution through course options program. Applications need to be submitted at least six weeks prior to the start of the course. The parent's decision whether or not to enroll in WCA should not be contingent upon approval to participate in a course or activity at another institution.

Violations of this procedure may result in withdrawal from the school.

3.6.3 Mandatory Testing

WCA is a public school and thus, all students enrolled in WCA are considered to be public school students. Therefore, all students in grades K – 11 (through junior status) must participate in Wisconsin State Assessments/Screeners. These assessments are given in fall and spring of each school year and will be administered in person by a state certified teacher.

Wisconsin State Assessments are administered within the window of time afforded all public schools by the DPI. More information regarding testing sites, dates, and times will be provided to parents during the school year. The above information is subject to change based on the requirements established by the Department of Public Instruction.

High school students must also pass a state-required Civics Graduation Exam prior to graduation.

Ensuring students are reading to the best of their ability is of utmost importance to the teaching staff at WCA. To assist the teachers in having an accurate picture of students' reading progress, WCA staff will administer a reading assessment multiple times during the school year. This assessment is required for all students in grades K-3 and to those students who WCA staff deems as necessary. The teachers use a benchmark kit to identify students' reading levels. This information can then be used to provide parents and learning coaches with constructive feedback to plan instruction and choose appropriate reading materials.

WCA makes every attempt to provide testing sites within a one hour radius of all students whenever and wherever possible.

3.7.4 Placement Changes During the School Year (Elementary and Middle School)

Students who complete the curriculum during the school year may be required to demonstrate proficiency in designated subject areas. WCA staff will be responsible for administering the required assessment(s). The assessment must be completed prior to the last day in February. Arrangements should be made with the student's homeroom teacher.

Dropping/Changing Electives – Grades K-8

Teachers and the School Administrator will refer to the same policy when questioned about elective class program changes. Procedures for dropping an elective:

- Parent sends email to homeroom teacher
- The teacher and the parent/student will discuss the reason(s) for the request
- The teacher will create an IA (Issue Aware) that summarizes the above discussion and assign the owner of the IA as the School Administrator
- The School Administrator will review and approve or deny the request

If approved, the IA is forwarded to CA's placement team for removal from the planner.

If denied, the IA will be reassigned back to the teacher with an explanation.

Every effort will be made to process the request in a timely manner. All electives dropped after the first three weeks may result in the student receiving a grade of "F" for the course.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus®), and the school verifies that the attendance records are accurate.

Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of Code	Who enters the code?
P	Attended School that Day	Learning Coach (and the school, as necessary)
V	Vacation (according to school calendar)	Learning Coach
N	No School (code entered for weekends)	Learning Coach
E	Excused Absence	The School

Code	Definition of Code	Who enters the code?
U	Unexcused Absence	The School

Hours of Schooling

In order to meet the state’s requirements (located in Section 3.4.2 above), families should aim to complete the following minimum hours of schooling each week:

Grade (s)	Recommended Hours per week
K	12
1 – 6	29
7 – 12	32

Field Trips

Field Trips are an educational experience; however, they do not exempt a student from being accountable for what was covered in the missed classes. Students are expected to make up missed work. Parents can mark students “P” for present in Connexus attendance system the day of the field trip.

Learning Coach Responsibilities

- **Record of Schooling** - For each instructional day, Learning Coaches enter a P in Connexus to indicate that schooling that occurred. They should aim to meet the weekly totals listed above to ensure compliance with state regulations. Learning Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – Learning Coaches should not enter “E” for attendance in Connexus. If a student is absent, the Learning Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused, per the guidelines listed in the School Handbook: General Portion.
- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off** - WCA students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should notify the student’s teacher and seek prior approval.

Note that regularly scheduled school holidays, vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred prior to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled after his/her official start date.

If a student has used his or her allotment of vacation days, any day on which no educational activities are completed will be treated as an unexcused absence. If that student is able to make up the missed school day, then the absence will not adversely affect the student’s attendance percentage. If the day is not made up during that same week, however, the student will be considered absent and their Escalation Status could be adversely impacted.

Pre-Arranged Absence

Any student who knows, in advance, that they will be absent from school (for an excusable reason) beyond two consecutive school calendar days, must fill out the Notification of Absence form located in the Virtual Library. This notice is to be filed with the school one week prior to the student’s absence and sent to the school.

School Responsibilities

- **Review Attendance Records** – Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter attendance for all days of the week. If a teacher has concerns about the validity of a student’s attendance records, he or she may place the student in an “Alarm” status, and contact the School Administrator for further assistance.
- **Monitor Attendance Issues** – The school’s teachers and administrator monitor student attendance. They contact families with low attendance rates, and work to help them stay in compliance. It is their role to also identify and record excused absences. Staff members can also alter Learning Coaches’ attendance records (with proper documentation), if necessary.
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted in writing to the school for review, approval and adjustment.
- **Official Attendance Record** – The Connexus attendance system is the record of Learning Coach documented attendance. It is, however, only one of many sources used to determine if a student is meeting the school’s instructional requirements. In certain cases, where it has been determined that a student has not completed enough work or that certain other school requirements have not been fulfilled, the School Administrator may invalidate the Learning Coach record resulting in sanctions up to and including withdrawal.

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of three attendance statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm

This status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and attendance in the school. This not only includes the actual attendance recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record present in the attendance records, if a student's work completion rates are not on track or is he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status. It is important to recognize that just marking proper attendance will not keep a student's attendance status On-Track.

4.4 Failure to Participate

Even though your child is enrolled in a virtual school, attendance can become an issue. *Failure to Participate* notices are issued at WCA when a student is not meeting one of the requirements of the program. While this will never become a concern for most families, each year a number of students do receive *Failure to Participate* violations.

WCA adheres to all state regulations and procedures to ensure compliance with compulsory school attendance and for students who fail to participate. State regulation provides that the third time in a semester that a virtual charter school student fails to respond appropriately to a school assignment or directive from instructional staff within five school days, not only will the parent/guardian be notified, but the following will occur:

- Appleton Area School District's Board of Education will be notified.
- The school board of the student's local resident school district will be notified.
- The Department of Public Instruction (DPI) will be notified.
- The Appleton Area School District may transfer the student to the student's resident school district. (Students who reside within the boundaries of the Appleton Area School District may be transferred to another school within the district boundaries.)

The following reasons are the most common areas that lead to *Failure to Participate* notices at WCA. It is important to understand these requirements from the beginning of the year to avoid any potential problems.

Overdue Assignments: Students should be keeping up with their daily schedules. However, WCA understands that circumstances may arise which cause a student to fall behind. Therefore, WCA allows some flexibility with overdue lessons. Students must keep their overdue

lessons below 30. If a student reaches 30 or more overdue lessons, a Failure to Participate notice may be issued.

Virtual Class Attendance: Students are required to attend at least one virtual class per week. Again, WCA understands that circumstances may arise (illness, loss of internet connection) which do not allow a student to attend a virtual class. Each semester, all students will be allowed three missed weeks of virtual class attendance. Each missed week after that will result in a *Failure to Participate* violation.

Regarding attendance, students must not only make every effort possible to attend the virtual classes, but must arrive on time for their classes as well. Tardiness to class by definition means being a few minutes late to class, and not in excess of 5 minutes, or it will be considered an unexcused absence. Attendance will be taken at the beginning and also at the end of the class to verify that the student attended the entire time.

Note: Students may be required to attend more than one virtual class per week due to grades. These students will be notified of the additional requirements. Missing required classes due to grades must be approved in advance. Students are not allowed any missed weeks of required classes due to grades.

Targeted Instruction Sessions: Students may be required to attend small-group targeted instruction sessions. These virtual classes are designed to assist students by targeting specific areas in need of improvement. Attendance is required. Students will be notified via webmail if they are expected to attend a targeted instruction session.

Attendance Logged in EMS: Attendance should be marked daily in Connexus by the learning coach. Students who have not had attendance marked for three consecutive school days may receive a *Failure to Participate* notice.

Contact with Teachers: WCA requires that all students have phone contact with their homeroom teacher on a regular basis. Teachers will be contacting each student when necessary. If a teacher's voicemail or email attempts to contact a student are not returned, a student may receive a notice.

Plagiarism: Third Offense - The third time a student is caught plagiarizing during the school year, he will receive a zero and will not have the opportunity to redo the assessment/assignment. The third offense, and any future offenses, of plagiarism will result in a Failure to Participate Notice.

Submitting Authentic Assignments: In an effort to avoid the required work, at times students will submit blank or irrelevant documents for an assignment. This does not meet the participation and attendance requirements of WCA. The first occurrence will result in the deletion of the document and a specific due date for the required work. If this date is not met, a *Failure to Participate* notice may be issued. Any additional instances will result in the deletion of the document and may result in an automatic *Failure to Participate* notice.

Math Daily Practice Work: All students are required to submit their daily math practice work at the end of each unit. The work must be received by the completion of the following unit. For example, the unit one work should be received by the time unit two has been completed.

Submit Offline (grades 6-12): The “submit offline” feature may only be used with prior approval from the teacher. Any assignments approved to be submitted offline must be received within one week of the approval. Failure to submit the assignment may result in a *Failure to Participate* notice.

The use of the “submit offline” feature without teacher approval will result in resetting the assignment and setting a specific due date for the work. Failure to meet the due date may result in a notice. Any additional use of the “submit offline” feature without prior approval may result in an automatic *Failure to Participate* violation.

Submit Offline (grades K-5): At times it is necessary for student work in grades K-5 to be mailed to WCA. Prior teacher approval is not required to use the “submit offline” option. However, all work marked as “submit offline” should be received within two weeks of the lesson appearing on the student planner. Failure to submit the work by the two week deadline may result in a *Failure to Participate* notice.

Please contact your child’s homeroom teacher if you have any questions. Again, while most students will never receive a notice, it is important to understand guidelines and consequences of *Failure to Participate* notices in the virtual setting.

5 GRADING AND STUDENT EVALUATION

WCA uses the following grading scales for grades 3-12:

Grade	Maximum %	Minimum %	Passing?
A+	100	100	Yes
A	99	93	Yes
A-	92	90	Yes
B+	89	88	Yes
B	87	83	Yes
B-	82	80	Yes
C+	79	78	Yes
C	77	73	Yes

Grade	Maximum %	Minimum %	Passing?
C-	72	70	Yes
D+	69	68	Yes
D	67	63	Yes
D-	62	60	Yes
F	59	0	No

For report card purposes, students in Grades K – 2 are assessed in terms of satisfactory and unsatisfactory. The majority of electives and specials in grades K-8 are graded as pass/fail.

National Honor Society

Students who are in good academic standing, have attended WCA for at least one semester, and meet other eligibility requirements, may be eligible to join the National Honor Society. Please contact your school for more details.

6 HIGH SCHOOL PROGRAM AND POLICIES

Promotion

Typically, students will follow this progression of credits earned each year.

Classification	Grade	Minimum # of Credits
Sophomore	10	6
Junior	11	12
Senior	12	18

At the time of enrollment, a student’s grade level will be determined based on when the student first began high school. For example, a student who began high school two years ago will be placed in 11th grade. Credits earned may not play a factor in the initial grade level placement or future grade level promotion. Students do not meet the graduation requirements by the end of 12th grade will remain in 12th grade for the following year. This will continue until all graduation requirements have been fulfilled.

In certain situations, a School Administrator may adjust the student’s grade to most appropriately match the student’s current academic needs.

Graduation Requirements

Students must earn a total of 23 credits (in specific areas and subjects as outlined in this Supplement). Students in grades 9-11 are required to take a minimum of six credits per year. Seniors must take a minimum of five credits. No student may take more than seven credits per year without administrative approval.

Students must also pass a state-required Civics Graduation Exam.

Early Graduation

At the close of the second semester, a School Administrator, and/or other staff will review each senior’s records to ensure that these students have completed all graduation requirements. A school representative will then initiate the “withdrawal for graduation” process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the School Administrator. The administrator and/or other appropriate school staff will then review the student’s records to ensure that all graduation requirements have been met. After the administrator grants approval for early graduation, he/she will initiate the withdrawal for graduation process. This includes marking the student’s transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in WCA and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus as long as the student is enrolled in WCA, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas at the end of the second semester, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by WCA, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects in order to graduate:

Minimum Course Requirements for Graduation – 23 Credits

Area	Credit(s)/Course(s)Subject
English	4 credits English 9 - 12
Math	3 credits
Social Studies	3 credits American Government U.S. History World History

Area	Credit(s)/Course(s)Subject
Science	3 credits Physical/Earth Science Biology
Fine Arts	1 credit
Health	0.5 credit
Physical Education	1.5 credits
Personal Finance	0.5 credits
Electives	6.5 credits

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact the school to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Grades and Grade Point Averages

Students must earn a 60% (D-) or better in a course in order to earn credit for it. Courses with earned grades below a 60% (D-) will not be awarded with credit, but will appear on student records and will be included in a student's grade point average (GPA). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA.

Grade	Grade %	Passing?	Non-Weighted
A+	100	Yes	4.00
A	93 - 99	Yes	4.00
A-	90 - 92	Yes	3.67
B+	88 - 89	Yes	3.33
B	83 - 87	Yes	3.00
B-	80 - 82	Yes	2.67
C+	78 - 79	Yes	2.33
C	73 - 77	Yes	2.00
C-	70 - 72	Yes	1.67
D+	68 - 69	Yes	1.33
D	63 - 67	Yes	1.00
D-	60 - 62	Yes	0.67
F	0 - 59	No	0.00

Class Rank

WCA will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. For the purposes of calculating the class rank, the student's cumulative GPA will be used. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is included on the student's official high school transcript.

Graduation and Diploma Requirements

To be eligible to receive a diploma from WCA, a student must meet all of the following requirements:

- Be enrolled at WCA during the semester immediately prior to graduation, and not be full-time enrolled in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at WCA, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation.
- Meet any other additional graduation requirements required by the school or state.

Release of High School Records/Transcripts

WCA will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if he or she is aged 18 or older or an emancipated minor.

In order to ensure that application deadlines are successfully met, we require advance notice of at least 10 working days for requests to provide educational records to students, parents, and/or third parties. We require 30 days' notice for letters of recommendation. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records Form* available in the Virtual Library or by calling a School Administrator.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course cannot be taken concurrently (during the same semester).

Duplicate Course Work: Repeating a Course

A student may repeat a course in order to improve a grade with approval from a School Administrator. The student's transcript and GPA will include only the higher of the two grades.

Schedule Changes

The entire hiring process and the procedure of building the master schedule for the entire school is based on the classes that students choose when scheduling. Therefore, the matter of changing a schedule is not taken lightly, and it is only when due cause can be shown that such a request can be granted. The decision will be based on the best interests of the student, along with considerations about the enrollments in the class that the student is requesting to drop and/or the class that the student is requesting to add.

After school opens, a no grade penalty drop will be made only for the following reasons:

- a. An error has been made on the student's schedule
- b. A change is needed to meet a graduation requirement.
- c. Students may request a drop during the first three weeks of school without it affecting their GPA. A no grade penalty drop will be granted only if there is a consensus that a significant effort has been shown by that student.
- d. In unusual circumstances, during the second and fourth quarter, an administrative waiver will be considered after consultation with the student, parents, teachers, and School Administration.

All class drops for reasons not included in the above (a., b., c., or d.) will result in the student receiving a grade of "WF" for the semester in that course. The student will not be able to add another course.

If a student wants to add a course, she must contact a School Administrator before the end of the second week of the semester. The request will be considered at the sole discretion of the School Administration. The missed work will need to be made up prior to the end of the semester or will be averaged in as zeros in the final grade.

Credit from Other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. The School staff will analyze previously earned credits and determine which credits will transfer to WCA. A School Administrator and/or other school staff may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official WCA transcript will display both the credits earned at WCA as well as any transfer credits.

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools. All approved credit transfers will be recorded on the transcript with a pass/fail grade.

There are two options for requesting and being granted credit by WCA for coursework completed in a non-standard school program:

1. **Assessment:** The student takes and achieves a passing grade (D-) on the WCA exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The test(s) must be taken in a school-approved proctored setting.
2. **Competency:** Based on the placement materials submitted by the student, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at WCA, the subject area teacher reviews the student's progress in the WCA course(s). If the student earns a passing grade in the WCA course that follows a course taken in a non-standard school, the School Administrator awards credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of options 1 and 2 for requesting credit. For example, a student may choose option 1 for mathematics and science courses and option 2 for foreign language.

College Courses – Youth Options Program

As required by Wisconsin law, the AASD participates in the Youth Options Program. The Youth Options Program allows all public high school juniors and seniors who meet certain requirements, to take post-secondary courses at a Wisconsin technical college or institution of higher education. An institution of higher education includes University of Wisconsin (UW) System institutions. A list of qualifying institutions can be found on the DPI website. More information can also be found on the [AASD website](http://www.aad.k12.wi.us) (www.aad.k12.wi.us).

Qualifications

The student:

1. Must have completed 10th grade
2. Must be in good academic standing (2.0 grade point average)
3. If applying for a technical college must also have an acceptable disciplinary record
4. Cannot take more than 18 credits at District expense
5. Can only attend one post-secondary institution in any given semester

Students must apply to the postsecondary institution in the school semester prior to the one in which the student plans to attend the postsecondary course. Students must notify the School Board by completing form PI-8700A of their intention of enrolling in a postsecondary institution no later than March 1 for a course to be taken in the fall semester and October 1 for a course taken in the spring semester. The District is responsible for cost, excluding transportation, associated with student enrollment in a technical college or higher education course under the Youth Options Program if the course is taken for high school credit and the course is not comparable to a course offered in the District. The District shall pay for no more than the equivalent of 18 postsecondary credits (4-1/2 high school credits). The Youth Options Program is not available for summer courses. If a student receives a failing grade in a course or fails to complete the course, the student's parent/guardian or the student, if an adult, is responsible for reimbursing the District for payment of the tuition and fees paid by the district. If this reimbursement is not made, the student is ineligible for any further participation in the Youth Options Program.

If the student attending courses at a post-secondary institution under the Youth Options Program is a student with a disability, the District shall also pay the costs of any special services required for the student as determined jointly by the District and the institution. The District may refuse to permit a child with a disability to attend a postsecondary institution under the program if it determines that the cost to the District would impose an undue financial burden on the District.

The District is not responsible for transporting students to or from post-secondary courses under this program.

The District may allow identified gifted and talented students to take courses from postsecondary institutions during their sophomore year, following the approval process outlined for Youth Options. This would apply if needed accelerated courses are not available within the district schools, including Appleton e-School. If granted, the 18 credit maximum applies.

Letter grades from pre-approved college and dual enrollment courses will appear on the high school transcript.

Credit from Other Sources

The AASD recognizes that learning takes place beyond the walls of our schools and the boundaries of our District. Opportunities for students to take courses on their own time, at their own expense are prevalent. Due to the varied nature of these opportunities, the School's Administration or High School Credit Review Board will analyze the student's opportunity and determine if academic work outside the District is eligible for credit in required content areas, is eligible for elective credits, or is not appropriate for acceptance of credit towards graduation.

Credit for courses outside the District, other than Youth Options and Open Enrollment, will be paid for by the student and may include:

- Any postsecondary course taken at technical colleges, universities, and other institutions of higher education that are comparable to a course offered in the District

- Any postsecondary course that is taken beyond the 18 postsecondary credit (4½ high school credit) maximum for Youth Options
- A postsecondary course that is taken for postsecondary credit only
- A course offered by organizations such as the Math Talent Development Project, the Wisconsin Council for Academically Talented Youth, or the National Science Foundation.
- On-Line Courses.

It is in the best interest of the student to obtain prior approval from School Administration or the High School Credit Review Board before enrolling in any coursework outside the District. Coursework must meet District standards for rigor, scope, and sequence, and instructional hours. (The High School Credit Review Board will meet twice each school year, once in December/January and once in April/May.)

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While WCA recognizes the value of these activities, in most cases they cannot be used to earn high school credit.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to parents/legal guardians that students not be permitted to drive unaccompanied to WCA sanctioned events (“Event(s)”). Preferred options include having parents, legal guardians or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a WCA sanctioned Event, students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an Event.
- Must possess a valid driver’s license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student’s file.
- Obtain school permission to drive unaccompanied to Events.

In addition, it is the responsibility of the student who attends an Event without a parent, legal guardian, or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed Connections Academy Sanctioned Event Student Driving and Attendance Authorization to the School (form available from the Virtual Library or the school).

- Document School permission to drive to Events by obtaining the School Administrator's (or designee) signature on the Connections Academy Sanctioned Event Student Driving and Attendance Authorization.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for Events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their parents/legal guardians. If a student driving to or from an Event is involved in an accident, WCA /AASD will not be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an Event. If a student nevertheless permits another student or students to ride with him/her, WCA/AASD shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to school Events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

Majority Age

Students may exercise certain rights on their own behalf when they reach the age of majority – eighteen years old. Parents/Guardians must have a conference with a School Administrator and sign a form provided by WCA to transfer their rights and responsibilities, as indicated below, to their eighteen year old student.

Self-Excuse for Illness or Other Acceptable Absence

An 18 year old can assume this responsibility if his/her parent(s)/guardian(s) sign an agreement. The agreement will stipulate responsibilities assumed, and will indicate removal of this right, if it is abused. A list of students given this option at age 18 will be maintained in the school office.

Place of Residence and Changing of School Attendance Area

A person of majority age may elect to attend school in a district other than the residence of his/her parents/guardians. The establishment of his/her residence shall be subject to rules, regulations, and law established by the state and local school district.

A form filled out at the time of voter registration would suffice to prove residence. In cases of a move from one Appleton High School to another, an athlete would need to observe one semester of ineligibility.

The 18 Year Old and School Rules

Students who reach the age of majority are subject to all school rules.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

Special education services for students enrolled in WCA are provided in accordance with all state and federal laws. The AASD will oversee the implementation of and on-going services are required within a child's IEP. For more information, please contact the school at 920-993-7076.

The school is committed to serving students with special needs whether such children are currently or newly identified. Through a combination of appropriate certifications among our staff and contracts with local school districts or private providers, WCA meets the needs of learners with Individual Education Programs (IEPs).

Enrollment Requirements

At the time of enrollment, the AASD and WCA will review each student's most recent Individualized Education Program (IEP) as submitted to them by the student's most recent school attended.

All documents are reviewed by the special education team which is comprised of personnel from both the AASD and WCA. The student's annual review date, required services, and IEP goals are noted. Once the school year has begun, the team (comprised of representatives from AASD, WCA, the local school, and the parents) begins to schedule IEP meetings and arrange for services, as necessary.

As a public school, WCA shall comply with all of the requirements of the Individuals with Disabilities Education Act (IDEA). The school provides a Free Appropriate Public Education (FAPE) to students with special needs, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with the legislation.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs. The teachers are made aware of each student's special learning needs and goals and are given guidance on how to make the necessary program accommodations.

Conducting IEP Meetings

The special education team plans for and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

Special Education and Related Services

According to their IEPs, some students qualify to receive special education and related services. Due to the virtual nature of the school, the services can either be provided over the internet with real-time conferencing software or in person with a local service provider. In either case, the IEP team ensures the service is provided in compliance with the IEP and all federal and state laws. The team locates and secures the provider, and handles all contracting and financial issues.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If these documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional interventions and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team.

If, after considering all of the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team. The School Administrator and the student's teacher will complete the Special Education Referral Form according to AASD established procedures. This will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team. The School Administrator and the student's teacher will complete the Special Education Referral Form according to AASD established procedures.

Federal law requires WCA to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. WCA is committed to providing its students with equal access to its education program. WCA provides students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in WCA's education program, please contact the school's special education or the school's 504 Coordinator. You can also obtain 24-hour technical support by calling the Accessibility Hotline at 888-639-5960.

7.4 Gifted Students

WCA's gifted and talented program is available to identified students in grades 3 – 8 in reading, math and/or science. New students may be identified as gifted and talented prior to entrance into WCA, but it must be in accordance to AASD/WCA's identification process. Students identified during the current school year may be able to participate in WCA's gifted and talented program.

9 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

9.3 Discipline and Due Process for Students

All students enrolled in WCA are expected to conduct themselves in accordance with the rules of the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

The School shall abide by all federal, state, and local policies and guidelines for Discipline and Due Process for Students and shall not impose requirements or consequences that are inconsistent with these policies and guidelines. Visit the AASD Board of Education Policy Manual (<http://www.aasd.k12.wi.us/>) to learn more about the Discipline and Due Process for Students.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning - Students who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

2. Suspension - When a student is suspended, he or she is temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the School Administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the School Administrator, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to all of Connexus® may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension. During the term of suspension, the student may not participate in any school activities. In addition, during the term of the suspension, the student may not be present on any property of the Appleton Area School District.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by students who are under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student who repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agencies.

- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues.*

3. Expulsion - When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs or explosives, criminal behavior, arson, under the influence, possession or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

Due Process for Students

During a period of suspension as defined by the School Administrator, a student's permission to log on to Connexus may be revoked. In such cases where the student's access is revoked, the Learning Coach will be responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail messages and recording assessment responses for the student.

If the School Administrator determines that the occurrence justifies suspension, written notice will be sent to the student. An informal meeting, whether physical or virtual, may be held prior to reenrollment.

If charges are brought against a student, which could result in recommendation of expulsion, a meeting will be requested with the Appleton Area Central Office Administration and AASD Board of Education.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability.

If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Integrity

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

- Plagiarism
- Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work
- Forging a signature to certify attendance, completion of a course assignment, or any other purpose
- Copying materials; allowing another to copy your material; or using unauthorized materials during a quiz, test, project, or homework assignment
- Removing examinations or parts of examinations without the knowledge or consent of the faculty member
- Stealing, using or accepting stolen copies of tests or answer keys
- Altering a teacher's grade book or computer records
- Committing any other violation intended to obtain credit for work that is not your own

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

Plagiarism

Plagiarism is the act of presenting the words, ideas, images, sounds or other creative expression of others as your own. WCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

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

First Offense - The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student will be required to resubmit the assessment/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that assessment/assignment.

Second Offense - The second time a student is caught plagiarizing during the school year, he will receive a zero and will not have the opportunity to redo the assessment/assignment.

Third Offense - The third time a student is caught plagiarizing during the school year, he will receive a zero and will not have the opportunity to redo the assessment/assignment. The third offense, and any future offenses, of plagiarism will result in a Failure to Participate Notice. Three notices in a semester will result in a student transfer to the local district.

9.5 Grievance Policy for Caretakers

The school is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the *Parent/Legal Guardian Acknowledgement (PLCA)* form and the school handbooks. It includes things such as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and student adhere to their responsibilities stated in the PLCA and the School Handbook: General Portion. When necessary the school will discipline or potentially disenroll a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, failure to return materials, or disputing the materials and equipment policy such as invoices for computer damage.

Parent Remedies

If a parent has concerns with the school's action or performance on any of the above defined school responsibilities or disciplinary actions, he or she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the School Secretary via the phone at 920-993-7076 or via e-mail in Connexus.

Major Issues

For major issues and to address lack of resolution of the issues at the first level, parents should follow AASD's established Complaint Procedure, which can be found in Section 11.1 of this Supplement.

Where a parent feels that there has been discrimination on the basis of sex or on the basis of Section 504 of the Rehabilitation Act of 1973 that prohibits discrimination on the basis of disability, allegations of sexual abuse or any other misconduct on the part of the school or its employees, then the parent must activate the grievance procedures set out in this Supplement.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of an additional ten (10) days or an expulsion, the due process procedures in the Discipline and Due Process for Students section of this Supplement are to be followed.

9.7.2 Parental Access to Teacher Qualification Information

For additional information, see Section 11.6.1 of this Supplement.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.2.2 Technology Provided by the School

Consult the [Hardware and Connectivity](#) webpage of the school website to find out what technology is provided by the school.

10.2.4 Use of Personal Equipment and Software

This Connections Academy school provides families the necessary equipment and software needed for students and Learning Coaches to do their day-to-day schoolwork. Because of this, there is no technology hardship scholarship program available to families in this school. Families are not required to have additional personal access to equipment and software, but may use their own equipment and software if they meet the minimum requirements detailed in the School Handbook: General Portion.

10.2.5 Use of the Internet

Internet Subsidy

Each family will receive a subsidy for their Internet use, unless the family elects to waive the subsidy payment. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. The subsidy will be equal to \$16.95 a month, but will be paid out three times during the year through a third party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be \$50.85. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Cutoff Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

11 APPLETON AREA SCHOOL DISTRICT POLICIES

11.1 District Information

Complaint Procedure

The Appleton Area School District (AASD) and Wisconsin Connections Academy (WCA) are committed to working closely with parent and guardians to resolve issues and concerns in a way that is mutually agreeable. If parents/guardians have a problem, question, or concern involving a student at WCA that needs attention, we encourage you to call so we can jointly work through the issue. We feel it is in the best interest of our young people that we maintain an open, honest, and constant flow of communication between home and school.

We recommend the following steps if there is a concern.

1. First, contact the classroom teacher. If there is a serious issue, you may wish to schedule a meeting rather than phone. All WCA Staff can be reached by calling 920-993-7076.
2. If no resolution has been reached, or if your concern is school wide, please contact School Administration.
3. If resolution is still not reached, please contact the Assistant Superintendent assigned to your school at 920-832-6142.
4. Unresolved issues may be appealed to the Superintendent at 920-832-6142.
5. The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to: President of the Board of Education, AASD Administrative Center, PO Box 2019, Appleton, WI 54912-2019.

11.2 Student Nondiscrimination

Equal Opportunities

Board Approved Policy 411, February 2009

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

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

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

Students 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 students who reside in the District. Homeless students shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

Student Nondiscrimination

Board Approved Policy 411.2 and 411.2-Rule, January 1993; Amended June 2014

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

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

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

Complaint Procedures

The District encourages informal resolution of complaints under this policy. If any person believes that the Appleton Area School District or any part of the school organization has failed to follow the law and rules of s.118.13, Wis. Stats., and PL 9, Wis. Admin. Code, or in some way discriminates against pupils on the basis listed above or under Section 504, Title II, VI or IX, he/she may bring or send a complaint to the following address:

Polly Vanden Boogaard, Director of Pupil Services

Assistant Superintendent/Student Services

Appleton Area School District

122 E College Ave., Suite 1A, P.O. Box 2019

Appleton, WI 54912

(920-832-6114)

[Director or Pupil Services serves as Coordinator

for section 504, Title II, VI, IX Complaints]

Step 1 A written statement of the complaint shall be prepared by the complainant and signed. The written complaint triggers the complaint process. This complaint shall be presented to the Assistant Superintendent/ Student Services. The District shall send written acknowledgment of receipt of the complaint within 45 days.

Step 2 A written determination of the complaint shall be made by the Board within 90 days of receipt of the complaint unless the parties agree to an extension of time.

- a. Appeals under 20 USC s. 1415 and ch. 115. Wisconsin State Statutes, relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Wisconsin State Statutes, and
- b. Complaints under 20 USC s. 1231 e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the State or a subgrantee is violating a Federal statute or regulation that applies to a program shall be referred directly to the State Superintendent.

Step 3 If a complainant wishes to appeal a negative determination by the Board, he/she has the right to appeal the decision to the State Superintendent within 30 days of the Board's decision. In addition, the complainant may appeal directly to the State Superintendent if the Board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Discrimination complaints may also be filed with the Federal government at the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. Email: OCR.Chicago@ed.gov.

Nondiscrimination on the Basis of Disability

Board Approved Policy 112.1, September 2014

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

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

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

- Prohibit discrimination against individuals with disabilities in any aspect of School District employment solely on the basis of disability.
- Make facilities, programs and activities accessible, usable and open to individuals with disabilities.
- Ensure that students with disabilities are identified, evaluated, and provided with appropriate educational service(s).

Provide free appropriate public education at elementary and secondary levels, including nonacademic and co-curricular services and activities to students with disabilities. Provide each individual with a disability the same health, welfare, and other social services as are provided other persons.

Accommodation of Religious Beliefs

Board Approved Policy 411.3, June 1995

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

Reasonable accommodation of a student's sincerely held religious beliefs shall be made with regard to all examinations and other academic activities. The student (if over the age of eighteen) or the parent/guardian of a minor student, may request accommodation in confidence by notifying the building School Administrator or his/her designee. The student shall be permitted to make up the examination(s) or academic activities at a mutually convenient date and time or by an alternative means without prejudicial effect. The District encourages informal resolution of complaints under this policy. A Formal Complaint Procedure is delineated in 411.2–Rule (on page 32).

Student Harassment

Board Approved Policy 411.1 and 411.1-Rule, June 2014

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

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

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

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

Student and Staff Responsibility

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

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

DEFINITIONS

Verbal Harassment

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

Non-Verbal Harassment

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

Physical Harassment

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

Unwelcomed Conduct or Behavior Which Constitutes Harassment

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

Sexual Harassment

Sexual harassment includes:

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

Bullying

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

Cyber-Bullying

Cyber-bullying is harassment through various forms of electronic systems and technology including, but not limited to, web-based and internet-based social medial options. Cyber-bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings, and social media.

Other Forms of Harassment

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

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

Procedures

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

Dissemination

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

Confidentiality

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

Retaliation

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

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

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

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

Address for making reports is as follows:

Polly Vanden Boogaard, Director of Pupil Services

Appleton Area School District

122 E. College Avenue, Suite 1A

P.O. Box 2019; Appleton, WI 54911

(920-832-6114)

[Director of Pupil Services serves as Coordinator
for Section 504, Title II, VI, IX Complaints]

Homeless Education Program Policy

Information Extracted from the Board Approved Homeless Education Program Policy 426 and 426-Rule, February 2009

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

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

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

Definition of Homeless Students and Unaccompanied Youths - The term “homeless students and unaccompanied youths” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes students and youths who are:

- Living in an emergency shelter or transitional housing.
- Abandoned in hospitals or awaiting foster care.
- Living in motels, hotels, trailer parks or camp grounds due to lack of alternative adequate accommodations.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- “Doubled up” living with friends or family due to the loss of housing, economic hardship or a similar reason.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition. Homeless status is determined in cooperation with parents or in the case of unaccompanied youth, the local educational agency liaison. Homeless status may be documented through a variety of AASD forms such as the Wisconsin Department of Public Instruction PI-Q03-8 Rev. 8/05 or through direct contact with AASD staff.

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

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

Procedure

School Selection - Placement in a school shall be in the student's best interest.

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

The school of origin means the school that the student attended when permanently housed, or the school in which the student was last enrolled. In determining the best interests of the student to the extent feasible, the student will be kept in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian, for the duration of the homelessness. In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.

Enrollment - The school shall immediately enroll the student/youth, even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. The term "enroll" and "enrollment" are defined to mean attending school and participating fully in school activities.

Residency - A homeless student is a resident if the student is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently. The student shall be considered a resident when living with a parent, guardian, or person in loco parentis not solely for school purposes or for participation in extracurricular activities. Homeless students who do not live with their parents or guardians may enroll themselves in school. The address listed on the enrollment forms becomes proof of residency. If residency is questioned by the LEA, immediate enrollment will occur with homeless liaison following up to determine residency.

Comparable Services - Each homeless student or youth shall be provided services comparable to services offered to other students in the school selected

Transportation - At the request of the parent, or in the case of an unaccompanied youth, the local agency liaison or designee, transportation will be provided for homeless students to the school of origin for the duration of the homeless status. Once permanent housing is found, the family has a choice to stay in the school they are attending, school of origin or attend the school where they found housing. If a family chooses to stay in the school of origin, transportation will be discontinued.

Disputes - If a dispute arises over school selection or enrollment in a school, the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. Disputes should be resolved as expeditiously as possible. Appeals will go to the District Administrator or his/her designee. The parent or guardian of the child or youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision to the Office of Coordinator for Education of Homeless Children and Youths in the Wisconsin Department of Public Instruction. In the case of unaccompanied youth, the AASD Homeless Liaison shall also ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Reporting Suspected Child Abuse and Neglect

Board Approved Policy 454-Rule, June 2012

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

Procedures

Purpose

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

Statement of Policy

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

Reporting Procedures

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

Immunity and Non-Retaliation Provisions

Any person or institution participating in good faith in the making of a report under Wis. Stat. § 48.981 shall have immunity from liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting under Wis. Stat. § 48.981 shall be presumed.

The immunity provided does not apply to liability for abusing or neglecting a child. Any employee who participates in good faith in the making of a report to a District administrator or designee under this policy shall not be disciplined or retaliated against as a result of making the report. The good faith of any District employee reporting under this policy shall be presumed.

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

Investigation

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

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

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

11.3 Student Discipline

Code of Classroom Conduct

Board Approved Policy 443-Rule (2), August 2010

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

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

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

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

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

A. Reasons for removal from class

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

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

1. Disruptive, dangerous, and unruly behavior

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

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

- g. A repeated pattern of loud, obnoxious, or outrageous behavior that interferes with the classroom learning environment.
- h. Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.

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

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

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

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

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

B. Procedures to be Followed for Removing a Student From Class

1. **Teacher Procedures**

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

- a. Instruct the student to go to the school office. In such case, the teacher shall verbally inform the administration of the reason for the student's removal from class. This can be accomplished via a two-way communication device or by personally going to the office at the first opportunity.
- b. Obtain coverage for the class and escort the student to the school office. The teacher shall inform the building principal or his/her designee of the reason for the student's removal from class.

- c. Seek assistance from the school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or his/her designee shall be informed of the reason for the student's removal.
- d. Within 24 hours of the student's removal from class, the teacher shall submit to the building principal or his/her designee a short and concise written explanation of the reason(s) for the student's removal from class. This written record shall be placed in the student's behavioral file.

2. **Office Procedures**

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

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

C. Placement Procedures

1. Short-Term Removal from Class

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

Students placed in the short-term removal area shall be supervised. During their time of placement, students will be required to complete instructional activities from or relating to the class (es) from which they were removed. Prior to allowing the student to return to class, the building principal or his/her designee shall conference with the teacher and student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to the class (es), the building principal or his/her designee may continue the short-term placement or consider a different placement option as outlined below.

2. Long-Term Removal from Class

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

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

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

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

D. Removal and Placement Procedures for Students with Special Needs

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

E. Code Dissemination

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

Student Use of Two-Way Communication and/or Electronic Devices

Board Approved Policy 443.5, May 2007

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

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

During the school day (7:00 am–4:00 pm), students are prohibited from using cellular phones, electronic paging, two-way communication, or gaming devices while in school buildings or attending school activities. Students who are in possession of electronic paging, two-way communication, or personal electronic devices must store the equipment in their locker or vehicle during the school day, or with their personal belongings during school activities (e.g., field trips, co-curriculars, school dances). Stored electronic paging or two-way communication devices must be programmed to a silent mode so as not to disrupt the educational environment.

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

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

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

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

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

Student Dress Policy

Board Approved Policy 443.1, June 1999

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

AASD students are prohibited from wearing clothing or possessing accessories which, in the opinion of school authorities, is contrary to acceptable health and safety standards or may disrupt the educational process or learning atmosphere. Student dress attire must conform to the following minimum standards:

- Headgear may not be worn in the school building.
- Jackets, coats, and gloves must be removed at the student's locker or coat storage area. Any such items may not be worn around the building during school hours.
- Students must wear shoes/appropriate footwear. Metal cleats may not be worn.
- Students may not wear scanty/revealing clothing.
- No garments which advertise or promote alcohol, tobacco products, or other drugs may be worn.
- No attire with messages or symbols that include profanity, violent or sexual language/actions are allowed.
- Any attire or accessory which by its design, use or intended use, could cause bodily harm, property damage, or intimidation to other persons, may not be worn (e.g., chains, leather straps, pet collars, spikes, etc.).
- No attire with a gang-related purpose is allowed.

Body markings or tattoos that do not meet the above standards must be fully covered.

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

Authority of Principals and Consequences for Violations

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

Search of Lockers, Desks, and Other Storage Areas

Board Approved Policy 446.1, June 1999

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

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

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

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

Violence and Intimidation

Board Approved Policy 443.7, June 1994

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

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

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

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

Possible consequences for violation of this policy include:

- Application of approved school disciplinary practices and procedures

- Notification of Superintendent or his/her designee
- Notification of law enforcement officials
- Suspension from school
- Notification of parents, guardians, or legal custodians
- Recommendation for expulsion

Gang Activity Prohibited

Board Approved Policy 443.8-Rule, April 1996

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

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

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

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

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

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

Consequences

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

Weapons on School Premises

Board Approved Policy 832, October 2014

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

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

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

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

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

The following are exceptions to the policy prohibition:

- A weapon in the possession of and under the control of law enforcement or military personnel acting in their official capacity.
- The firearm is not loaded and is encased or in a locked firearms rack that is on a motor vehicle.
- A person who is a CCW licensee or an out-of-state CCW licensee may possess a firearm within 1,000 feet of the grounds of a school, but not in or on school grounds.
- A weapon used or handled by an individual in a legal manner for purposes of demonstration or educational presentations. This approval must be in writing and granted prior to the weapon being brought to the school. The weapon shall be maintained in the possession of the principal except during the actual demonstration or presentation.

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

Possible consequences for a student violating this policy:

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

Possible consequences for an employee violating this policy:

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

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

Law enforcement officials shall be contacted to help deal with a weapons situation, which presents an immediate threat to safety. If the situation does not allow an opportunity to contact law enforcement officials immediately, school staff shall attempt to diffuse and control the situation in the safest manner possible, until law enforcement officials can be summoned. Appropriate information and training shall be provided to staff in dealing with weapons situations in accordance with the District's Crisis and Response and Emergency Management System.

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

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

Criminal Trespass Law The law was amended to include provisions related to carrying firearms. Under the amended law, a person may be subject to a penalty if he/she, while carrying a firearm, enters or remains in certain buildings. Among those buildings is any part of a building that is owned, occupied, or controlled by a local government unit (e.g., school district), if the local governmental unit has notified the person not to enter or remain in the building while carrying a firearm.

Student Nondiscrimination **The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional or learning disability or**

handicap in its education programs or activities. Suspensions and Expulsions

Information from Wisconsin Dept. of Public Instruction, August 2000

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

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

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

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

Bullying Policy

Board Approved Policy 443.71, June 2014

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

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

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

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

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

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

Disclosure and Public Reporting

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

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

The District will also keep data on the number and types of reports made under this policy. The results of each investigation will verify the details made in the complaint. In addition, an annual record of all sanctions will be kept. No individuals will be named in the annual report and the data will be used to develop prevention programs and strategies relative to the policy.

Procedures

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

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

Reporting Procedures

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

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

Procedure for Investigating Reports of Bullying

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

Student Alcohol and Other Drug Policy

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

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

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

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

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

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

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

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

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

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

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

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

Smoking and Tobacco Use

Board Approved Policy 831, January 2014

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

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

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

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

Student Assistance Program (SAP)

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

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

- Study Skills
- Family Change
- Grief
- Friendship
- Smoking Cessation (Not ON Tobacco—NOT)
- Stress
- Resiliency

- Alcohol and Other Drug Abuse
- Concerned Persons

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

11.4 Health and Medical

Student Nutrition

Board Approved Policy 341.34, June 2003; Amended December 2013

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

The Appleton Area School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as 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, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

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

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as related to good nutrition and regular physical activity.

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

C. Encourage the engagement of students in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity is encouraged in a school's daily education program from grades pre-K through 12. Physical activity includes regular instructional physical education, co-curricular activities, and elementary recess. Substituting any one of these components for the others is not appropriate. Schools are also encouraged to provide students with additional opportunities to be active in and out of the classroom.

D. Support student academic performance.

Educators, administrators, parents, healthcare providers, and communities must all acknowledge the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met.

Research supports the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. This research should be emphasized to ensure widespread understanding of the benefits to healthy school environments. The diversity of the student population (e.g., economic, religious, minority, cultural, and medical) should be considered at all times to ensure that all student needs are being met.

Head Lice/Nits in the School

Board Approved Policy 453.31-Rule, March 2011

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

Communicable Disease Information:

http://www.aasd.k12.wi.us/parents/student_health/communicable_disease_information/

Procedures for Control and Treatment

1. Any student who is suspected of having live head lice shall be removed from the classroom as unobtrusively as possible to be screened. Live head lice screenings may be made periodically on any child as necessary during the school year. These screenings will occur by the school nurse or designee approved by the school principal.
2. If live lice are apparent:
 - a. If a lice infestation is suspected or confirmed, the building principal shall be informed. The building principal may consult with the school nurse or designee to confirm the presence of lice. All students with live lice shall be excluded. The student will remain in the office area until the parent/guardian or designated adult arrives at school.
 - b. A written explanation of lice treatment may be given to the parent. As part of the treatment process and before re-admittance, parents will be instructed to remove all lice and nits. The school nurse or building designee may furnish treatment supplies for those families demonstrating financial need.
 - c. If nits (but no live lice) are found, the student may remain at school until dismissal. Parent/guardian will be contacted by the school nurse or building designee and instructed on treatment plan.
3. Re-admittance to school:
 - a. The student may be checked by the school nurse or designee upon return to school. The presence of live lice will again constitute exclusion, and further treatment options will be discussed. If no live lice are present, the student may remain in school.

- b. If, after initial treatment, nits are present but no live lice are present, the student may remain in school. The parent/guardian may again be contacted by the school nurse or building designee to discuss nit removal options.
 - c. The above procedures will be repeated until lice and nits are removed.
 - d. Exclusions due to the presence of live lice will be considered excused absences. However, excessive absences due to lice infestation may result in referrals to other agencies.
4. Confidentiality:
- a. Only information needed for the purpose of assuring notification of the appropriate parties involved and for prevention of further exposures should be noted. All information shall be kept in confidence in accordance with State and Federal laws and regulations.
 - b. Each building will maintain a confidential log of confirmed students with head lice. The log will include information such as inspection, exclusion, treatment, and re-inspection dates and results.
 - c. Parents of other students at the school may be notified of the presence of lice when such a notice is considered appropriate by the principal, designee, or school nurse.

Administration of Drug Product/Medication to Students

Board Approved Policy 453.4-Rule, May 2014

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

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

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

A. Prescription Medications

A written, signed statement from the parent/guardian and a written, signed statement from a practitioner must be on file at the school authorizing school personnel to administer any prescription medication.

The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions

- Nam of practitioner
- Parent/guardian signature, practitioner signature, date

Requests must be renewed each year or more often if changes in dosage occur. The required forms must be completed and submitted for each new school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee.

Medications must be supplied in the original pharmacy-labeled package; and the package specifies the name of the student, the name of the prescriber, the name of the prescription drug product, the dose, the effective date, and the directions in a legible format.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered. A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

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

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

C. Food Supplements, Natural Products;

For the safety and protection of students, food supplements and natural products will not be given in the school setting unless approved by the FDA or prescribed by a practitioner. The following criteria must be met:

- Product must be in the original sealed manufacturer's package.
- Appropriate dosing for student is clearly stated on the label/packaging insert.
- Therapeutic purpose for student is indicated.
- Possible untoward effects are listed.
- Signed parent/guardian statement is on file.
- Signed practitioner consent is on file if non-FDA approved.
- Parents/guardians may come to school to administer natural products.

D. Stock Epinephrine Auto-Injectors

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

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

- Difficulty swallowing or tightening of the throat

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

E. Antineoplastic, Oral Chemotherapeutic Agents, and other Hazardous Drugs

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

Illness/Communicable Disease Guidelines

Information Extracted from the Board Approved Policy Communicable Disease 453.3-Rule, August 2012

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

Communicable Disease Information:

http://www.aasd.k12.wi.us/parents/student_health/communicable_disease_information/

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

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

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

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

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

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

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

Prevention of Youth Suicide

Board Approved Policy 457-Rule, February 2014

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

Suicide Prevention Resources:

http://www.aasd.k12.wi.us/parents/student_health/student_mental_health_resources/suicide_prevention/The Appleton Area School District will seek means to help students who are considered at risk for suicide, and provide support for staff and peers affected by a student suicide. A youth suicide prevention program shall be used by district staff.

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

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

11.5 Visitors/Volunteers

Volunteers in Schools

Board Approved Policy 353.1, July 2001

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

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

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

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

Volunteers will not be used to:

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

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

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

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

School Visitor Guidelines

Board Approved Policy 860, October 2014

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

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

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

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

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

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

Student Interviews with Outside Agency Personnel

Board Approved Policy 445, April 2014

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

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

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

attempts will be made to notify parents or legal guardians of students who are interviewed during the school day.

11.6 Instructional Information

Highly Qualified Staff

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

The AASD knows the educational success your child's experiences are directly related to the quality of our educational staff. The AASD is committed to hiring and retaining high quality staff members. One measure of teacher quality is their educational background and licensure. All AASD teachers have at least a Bachelor's degree and are licensed teachers by the Wisconsin Department of Public Instruction (DPI). In addition, in the 2015-16 school year 52% of our teachers hold an advanced degree. Below are several specific questions you may have regarding the licensure of the staff members working with your child and the process for locating this information.

1. Is my child's teacher licensed to teach the grades or subjects assigned?
2. Has the state waived any requirements for my child's teacher?

The status of the qualifications of your child's teacher's licensure can be found on the DPI website at: <http://dpi.wi.gov/tepd/lookup/public-search>

To search this site, click on the "Online License Lookup" link, click on "Search by Name," enter the teacher's name in the required fields, then click "Submit." If you do not have computer access, contact your child's principal.

3. What was the major of my child's teacher in college?
4. What degree(s) does my child's teacher hold?
5. Answers to these two questions can be obtained by contacting, Julie King, AASD Director of Human Resources, at (920) 832-2021. Are there paraprofessionals working with my child? If so, what are their qualifications?

Please contact your child's principal directly to receive an answer to question #5.

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

Fourth Grade Promotion

Board Approved Policy 345.4, October 2014

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

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

To meet requirements for promotion to 5th Grade, a student must:

1. Score a “Basic”/level 2 or higher on the grade 4 state-required assessments that comprise the Wisconsin Student Assessment System.

OR

2. Successfully complete grade level coursework based on Board approved standards and curriculum in the assessed areas.

OR

3. Successfully meet other academic criteria based on Board approved standards and curriculum as specified.

OR

4. Have the recommendation of the Building Consultation Team or the student’s Individual Education Program (IEP) team that the student has fulfilled sufficient criteria to be granted grade advancement. Successful completion of student’s IEP, which may include alternative assessments, supersedes all other requirements.

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

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

Eighth Grade Promotion

Board Approved Policy 345.4, October 2014

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

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

To meet requirements for promotion to 9th Grade, a student must:

1. Score a “Basic”/level 2 or higher on the grade 8 state-required assessments that comprise the Wisconsin Student Assessment System.

OR

2. Successfully complete grade level coursework based on Board approved standards and curriculum in the assessed areas.

OR

3. Have the recommendation of the Building Consultation Team

OR

4. Demonstrate adequate progress in meeting IEP goals as determined by the student’s individual Education Program (IEP) Team. Meeting this requirement supersedes all other requirements.

Graduation Requirements

Board Approved Policy 345.6, November 2015

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

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

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

Students in the Appleton Area School District have access to courses that provide a balanced academic background, which meet a broad array of interests and needs. Students in grades 9-12 will be expected to successfully complete those courses (required and elective) necessary to meet the 23 required credits as established by the Board and listed in the policy, and, beginning with the graduating class of 2016-2017, a high school diploma may only be granted once a student has taken and successfully achieved a score of 60 or higher, on the 100 question civics examination, identical to the U.S. Citizenship Test administered by the United States Citizenship and Immigration Services. Students with limited English proficiency may take the examination in the student’s language of choice.

Identification of the Talented and Gifted (TAG) Programming

Board Approved Policy 342.3, April 2015

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

Program:

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

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

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

The District formally identifies children in two areas:

- General Intellectual Ability
- Creative and Divergent Thinking

To best facilitate:

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

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

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

Homework Policy

Board Approved Policy 345.3, February 1999

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

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

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

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

Homework may be assigned to:

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

Staff Involvement in Political Activities

Refer to Board Policy 522.5 and 522.5-Rule, Board Approved June 2011

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

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

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

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

Academic Integrity

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

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

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

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

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

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

Student Records

Board Approved Policy 347-Rule, August 2015

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

Notices: http://www.aasd.k12.wi.us/district/notices/information_media_release_opt_out/

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

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

The Federal Family Educational Rights and Privacy Act (FERPA) requires school districts to provide annual notice of student and parent rights regarding student records; the existence of the Student Records policy (347) and where copies can be obtained; and, of the opportunity to submit a written complaint to the Family Policy and Regulations Office of the U.S. Department of Education.

Parent Notice and Access to Records

A parent/guardian, regardless of whether the parent/guardian has legal custody of the child, shall have access to a child's medical, dental, and education records unless the parent/guardian has been denied access to such records as outlined by State law. An adult student, or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records. If additional copies are requested, there will be a charge based on actual cost.

Directory Data

Directory data, under State Law State Statute section 118.125 (1) (b) may include the following information: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently attended by the student.

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

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

If a parent/guardian does not wish to have any or all of the categories of directory data released, they must notify the district in writing within 14 days of this annual notice being provided.

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

Disclosure of Directory Data

Upon request, the District may disclose its designated directory data (address and grade level), to any person without obtaining the specific written consent of the parent/guardian/adult student unless the parent/guardian/adult student has opted out of disclosure of the information.

Examples of requests for data directory information may come from higher education agencies (technical colleges, colleges, and universities); alumni reunion committees; community organizations (YMCA, Scouts, etc.); photographers for senior pictures; driver's education facilities; and publications sponsored by the Appleton Area School District.

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

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

Administrators have the discretion to refuse the release of directory data for the safety of the student.

Disclosure of Student Records

Student records may be disclosed for purposes concerning the juvenile justice system. The law gives the juvenile justice system the ability to access certain types of pupil records in order to effectively serve a student prior to adjudication provided the records are not re-disclosed unless otherwise authorized by law.

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

Student records shall be made available to persons employed by the school district, including law enforcement officers who are individually designated by the school board and assigned to the school district. Student records shall be made available to District employees who are required by the State to hold a teacher's license and to other District officials only if they have a legitimate educational or safety interest in the records.

- School officials include District employees licensed by the State, Board of Education contracted or appointed personnel, including the District's medical advisor, and may include School Resource Officers (SROs) to the extent they have a legitimate educational interest

- A legitimate educational interest is a school official's need to review an educational record in order to fulfill his/her professional responsibilities, subject to limits on re-disclosure authorized by law.

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

In accordance with the law, the District forwards, upon request, student records to another school without consent for purposes related to the student's enrollment or transfer.

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

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

Student Privacy

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

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

Animals in the School

Board Approved Policy 383, August 2000

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

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

Acceptable Use for Technology and Network Resources

Board Approved Policy 363 and 363-Rule (522.7 and 522.7-Rule), October 2014

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

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

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

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

Procedures

A. Network Guidelines

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

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

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

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

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

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

B. Electronic Communication Guidelines

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

C. Privacy Guidelines

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

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

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

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

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

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

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

E. Copyright Guidelines

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

F. Social Media

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

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

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

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

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

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

G. Monitoring, Supervision, Consequences

The AASD ITD has systems in place that can monitor and record all network use for consistency in enforcing technology and network protocols. Consequences for violations of the Acceptable Use of Technology and Network Resources Policy and Procedures may result in the suspension/revocation of technology privileges, discipline up to and including suspension and/or expulsion for students, and discipline up to and including termination for employees. The District will investigate and report unlawful activities to authorities.

Appeals may be made in accordance with appropriate Board policies, procedures, and employee and student handbooks.

H. Personal Computing Device Use In School

Grades Pre-K-8

The AASD provides a community accessible network with the primary purpose of supporting the educational mission of the District. The District permits AASD PreK-8 students, with parental/guardian permission, to bring personal computing technology for the purpose of connecting to District network resources (Appendix B).

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

- AASD elementary and middle level students must have a signed permission form from their parent(s)/guardian(s) on file for use during the school day (See Appendix B).

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

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

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

Grades 9-12

On-to-One (1:1) Device Program

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

Consequences

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

Appendix A – General Public Acceptable Use Policy Agreement

The following conditions must be agreed to by clicking accept on this entry screen before accessing the District network and its resources.

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.

Users must:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not distribute private information about others or themselves.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - Conserve, protect, and share these resources with other students and Internet users.
3. Respect and protect the intellectual property of others.
 - Not infringe copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to a teacher.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Consequences for Violation:

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

Supervision and Monitoring:

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

To review the complete Acceptable Use for Technology and Network Resources policy, please visit the [Appleton BOE website](http://www1.aasd.k12.wi.us/sp/district/BOE/Pages/policies.aspx) (<http://www1.aasd.k12.wi.us/sp/district/BOE/Pages/policies.aspx>). Click on "Series 300: Instruction", then click on "Acceptable Use for Technology and Network Resources".

Appendix B - STUDENT BRING YOUR OWN DEVICE – RELEASE AND WAIVER OF LIABILITY

Student Name_____

Birth Date_____

Parent /Guardian Name_____

Address_____ City_____ State_____

Zip_____ Email_____

Home phone_____

In consideration of being permitted to bring personal computer equipment into the Appleton Area School District for accessing school related information offered over the wireless network, the School District will allow the individual student or faculty member limited network and Internet access. However, the undersigned must agree to the following:

1. THE UNDERSIGNED HEREBY RELEASES, WAIVES, DISCHARGES AND CONVENANTS NOT TO SUE The Appleton Area School District and all branches thereof, its directors, officers, employees, and agents (hereinafter referred to as "releasees") from all liability to the personal equipment brought forth into the District, whether caused by the negligence of the releasees or otherwise while the undersigned is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the Appleton Area School District.
2. THE UNDERSIGNED HEREBY AGREES TO use the personal equipment in accord to all District polices as indicated within the school handbook. Any misuse of equipment can still lead to possible enforcement of penalties depending on severity of misuse.

3. THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF PROPERTY DAMAGE due to negligence of release or otherwise while in, about, or upon the premises of the Appleton Area School District and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the Appleton Area School District.
4. THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements or inducement apart from the foregoing written agreement have been made.

I HAVE READ AND UNDERSTAND THIS DOCUMENT AND AGREE TO ITS TERMS AND CONDITIONS.

Parent /Guardian Name _____ Date: _____

Parent /Guardian Signature _____

Internet Safety Policy (CIPA)

Board Approved Policy 363.3, May 2006

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

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

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

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

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

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

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

Supervision and Monitoring - It shall be the responsibility of all members of the AASD staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act. Procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

Field Trips, Co-Curricular Trips, and Excursions

Board Approved Policy 352, March 2004

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

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

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

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

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

Guidelines for Parties/Celebrations/ Movies

Elementary School Students:

- Classrooms can have 3 – 5 parties/celebrations per school year.

- Purpose and rationale for parties/celebrations will be communicated in a clear and timely fashion to parents.
- Parties/celebrations will not advance one set of religious beliefs over another.
- Only G-rated films will be used with elementary students.
- Teachers must preview content prior to showing any movie in school.
- Reasonable use of movies is expected. Movies will have educational value and be tied to AASD curriculum.
- Teacher will be responsible to provide an appropriate “opt-out” activity if the child is not permitted to see the film.

Middle School Students:

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

11.7 School Closing

Emergency School Cancellation

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

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

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

The district’s website also contain school cancellation information: [AASD website](#).

11.8 Photographing & Videotaping

Photographing and Videotaping in the Schools

Board Approved Policy 492-Rule, May 2006

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

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

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

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

Locker Room Privacy

Board Approved Policy 443.92, January 2009

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

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

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

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

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

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

11.9 Open Enrollment and Student Transfer Guidelines

Information Extracted from the Board Approved Policy Public School Open Enrollment 432 and 432-Rule, January 2016

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

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

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

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

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

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

Family Move-To Outside the District

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

Family Move-Within the AASD

When a family move occurs within the AASD (intra-district), students may continue to attend the school where they are currently enrolled even though their residence has changed to another AASD attendance area.

Students can then transition through the same elementary, middle, and high school as their attendance area peers without having to apply through the District's Open Enrollment process. Essentially, a student maintains his/her original "home" school status throughout the elementary, middle, and high school grades no matter how many moves occur within the AASD. However, if a student enrolls at the new school at the time of the move or any time thereafter, the new school then becomes the "home" school for the student.

Parents who wish to have their student(s) remain in the same school after an intra-district move occurs must send written notification to the District Attendance Office using the "Family Move Notification" form (see next page) and inform the school as well.

Special Transfer Requests

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

Special Education Requests: Refer to the *Students with Disabilities Transferring within Appleton Schools* guidelines. Generally, the IEP Team is the process for allowing students with disabilities to transfer. **To obtain Guidelines for Students with Disabilities Transferring within Appleton Schools, please call the Student Services Department at 832-6114.**

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

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

FAMILY MOVE NOTIFICATION FORM When a family move occurs from one Appleton Area School District attendance area to another Appleton Area School District attendance area and the student wants to remain at their original school, notify your school office about your address change and then complete this form and send it to:

AASD Attendance Office

P.O. Box 2019

Appleton, WI 54912-2019

Old Address: _____

Telephone: _____

New Address: _____

Telephone: _____

_____ is presently a student at _____

Student Name _____ School and wants to remain there
even though we have moved to another Appleton Area School District school attendance area.

Parent Signature

Date of Move

If you have further questions about open enrollment process, please call the Attendance Office at 832-6116.

Attendance Guidelines

Information Extracted from the Board Approved Policy Student Attendance 430 and 430-Rule, January 2016

STUDENT ABSENCES

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

Excused Absences

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

A parent/guardian may request that a student be excused from school attendance prior to an absence occurring. The request shall be made in writing or via phone contact with the school followed by a written request to the school. The student may be excused by the parent/guardian under this provision for not more than 10 days in the school year (the 10 days includes excused absences due to intermittent illness). A student will be considered absent for a full day if they are gone more than two-thirds of a school day or combination of excused absences cumulating to more than two-thirds of a day. Absences include but are not limited to the following:

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

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

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

- Evidence that the student is not in proper physical or mental condition to attend school. The District may request the parent/guardian to obtain a written statement from a physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner residing in the State and listed in the Christian Science Journal as proof of the physical or mental condition of the student. Such excuse shall be in writing and shall state the period of time, which shall not exceed 30 school days. Absences beyond 30 school days require another written statement. It is suggested that a parent/guardian use the District document titled Medical Excuse Form.

- An emergency in the family, unique circumstance or other crisis that requires the absence of the student because of family responsibilities not to exceed 20 school days.
- Religious holidays.
- A quarantine imposed by a public health officer or the Board of Education's Communicable Disease Policy.
- A suspension from school (in-school or out-of-school suspensions).
- Approved school activities during class time.
- A student who serves as an election official if the student has a grade point average of 3.0 or higher.
- Special circumstances that show good cause and which are approved by the school attendance officer or designee.

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

Truancy

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

Habitual Truancy

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

Truancy Plan

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

A. The school attendance officer:

Shall notify the parent or guardian of a student who is a habitual truant, by first class, registered or certified mail, when the student initially becomes a habitual truant. The notice shall include all of the following:

1. A statement of the parent's or guardian's responsibility, under Wisconsin State Statute 118.15(1) (a), to cause the student to attend regularly.

2. A statement that the parent, guardian, or student may request program or curriculum modifications for the student under Wisconsin State Statute 118(1) (d) and that the student may be eligible for enrollment in a program for student at risk under Wisconsin State Statute 118.153(3).
3. A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.
4. A statement of the penalties, under Wisconsin State Statute 118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the student to attend school regularly as required under Wisconsin State Statute 118.15(1)(a).

The letter of notice, with explanation of rights and penalties, can be found in Policy #430 – Exhibit (1)

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

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

- Collaborating with families, community partners, and agencies.

D. The immediate response to be made by school personnel when a truant student is returned to school.

1. A meeting be held with the parent or guardian or adult student to comply with 118.16 (5) (a).

Consider options that may support the student's needs such as:

- Attendance in another District school
 - Children At-Risk Program (i.e., alternative programs)
 - Modification of academic program (i.e., mentoring, check-in/out, social/academic intervention groups)
 - Work-study or work-training
 - Student Assistance Program (SAP)
 - Homebound instruction when student qualifies
 - Contracting with education services providers
2. Ensure compliance with 118.16 (5) (d) has occurred or make appropriate referral for such evaluation.
 3. Document the above in the student's record.

E. The types of truancy cases to be referred to the District Attorney for the filing of information under Wisconsin State Statute 48.24 or prosecution under Wisconsin State Statute 118.15(5) and the time periods within which the District Attorney will respond to and take action on the referrals.

Referrals to Juvenile Court Intake:

Habitual truants for whom the District can document completion of activities under 118.16(5) and 118.16(2) (cg) and whose parents/guardians are not able to successfully return them to school will be referred to Juvenile Court Intake for the filing of information under s.48.24.

Referrals to the District Attorney for prosecution under s.118.15:

Habitual truants for whom the District can document completion of activities under 118.16 (5) and whose parents/guardians fail to respond to the “Notice of Habitual Truancy” letter will be referred to the District Attorney’s office for prosecution under s.118.15. After receiving an investigative report, the District Attorney’s office shall issue a criminal complaint or juvenile petition, or close the case with an explanation for not issuing, or refer the report back with specific rewritten recommendations for further investigation.

F. Methods to involve the truant student’s parents or guardian in dealing with and solving the student’s truancy problem.

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

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

Open Enrolled Student – Habitually Truant

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

1. Provide the following notifications to the parent and the student when the student enrolls in the District:
 - a. The Board of Education’s Student Attendance policy.
 - b. The open enrollment consequences of habitual truancy.
 - c. A clear explanation of what constitutes truancy, including what constitutes “part of a school day.”
 - d. A description of the notifications, including the manner of delivery, a parent will receive when a student is absent, is truant, or is habitually truant. Each notification shall inform the parent/guardian that the student’s open enrollment may be terminated if the student is habitually truant.
 - e. How and where the parent/guardian can view the student’s attendance record.
2. Each notification provided under 118.16(2), Stats., shall notify the parent/ guardian or student of the consequences of habitual truancy on open enrollment.

3. Provide the parent/guardian and student with a list of all unexcused absences and trancies that resulted in the Board's proposed action to prohibit the student's attendance in a succeeding semester or school year.
4. Allow the parent/guardian or student to explain why they believe there was any error in marking an absence as truancy, using the process described in the Board's policy.

Virtual School Attendance

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

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

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

Tardiness

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

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

Suspensions from School

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

Students will be afforded opportunities to complete missed assignments and examinations. Guidelines for these opportunities are provided in the section titled "Make-up Assignments, Examinations, Grading and Credit."

Make-up Assignments, Examinations, Grading, and Credit

All students with excused and unexcused absences shall be given the opportunity to make up examinations and work missed in accordance with the guidelines outlined below. Credit in a course or subject shall not be denied solely because of a student's excused or unexcused absence from school. Districts are required to specify the conditions under which a student may be permitted to take examinations missed during absences. They are also required to specify conditions under which a suspended student will be permitted to complete course work, and take any quarter, semester or grading period examinations. These District guidelines follow:

Excused Absences

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

Unexcused Absences and Suspensions

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

- Credit in a course or subject shall not be denied solely because of a student's unexcused absence or suspension from school.
- Students with unexcused absences or suspensions occurring during the time of major examinations (quarter, semester, or grading period) shall be permitted to take such examinations if course credit is at risk. The examination make-up date shall be determined by the teacher with approval of the principal. Students in this circumstance may be expected to make up the exam on the day of return.

- Students with unexcused absences or suspensions will be given one day to complete class work missed, examinations excepted, for each day or period of absence. If the work is not turned into the teacher within this established timeline, then the student may not receive credit for the work. Extensions to this timeline may be granted by the principal.
- Students with unexcused absences or suspensions may be assigned a supervised, directed study program to make up assignments and take examinations.

Contagious Disease and Immunizations

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

Communicable Diseases that commonly are associated with school exclusion include rubeola (red measles), parotitis (mumps), varicella (chicken pox), pertussis (whooping cough), rubella (German measles) or Hepatitis. The presence of head lice, although not a communicable disease, may also result in exclusion from school.

Religious Instruction

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

Eighteen Year Old Students

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

Disclaimer: This handbook contains guidelines but is not all inclusive and is not intended to supersede or conflict with board of education policies, state statues for federal regulation or revised building procedures. Other policies and procedures developed throughout the year will be announced through an email and added to this handbook which will be posted in the Virtual Library. The foregoing information is subject to revision and is in effect for the current school year.