

I N D E X
STUDENTS

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SCHOOL DISTRICT OF WEST DE PERE
STUDENT ADMISSION

5005

The Board encourages the admission of all eligible students into our schools. Verification of eligibility shall be the duty of the administration. A birth certificate and proof of residency (ie. mortgage or lease/rent documentation, or other documentation deemed appropriate by the administration) will be required prior to the student's initial enrollment in the district.

The guides to eligibility for admission set forth in the statute for children of compulsory age must be followed. In no case shall the District provide transportation to non-resident students.

Admission of persons over 20 years of age shall be governed by statute and based on administrative judgment.

Upon proper written application to the District Administrator, the children of families who expect to become residents of the school district within nine weeks shall be admitted to the school without payment of tuition.

Students who have gained 12th grade status while a resident at West De Pere High School are entitled to complete 12th grade without payment of tuition.

Other students who are residents of the district on either the third Friday in September or the second Friday in January of the current school year and are enrolled in district schools for at least 20 school days must be permitted to complete the school year in the district without tuition and regardless of changes in residency. Students who move out of the school district and do not meet the above criteria may be permitted to complete the school year in the district if the student was a resident of and enrolled in the district as of July 1, providing such continuation is approved by administration.

Foreign and other exchange students will be allowed to attend schools without payment of tuition provided such students are residing with district residents, and in the case of foreign students, possess the appropriate visas and have administrative approval.

Non-resident students that have been approved for public school open enrollment (Wisconsin Act 27) or tuition waiver due to move under sec. 121.84, Wis. Stats. (Wisconsin Act 117) will be allowed to attend schools without payment of tuition.

LEGAL REFERENCE: Section 118.14, 118.145, 121.77, 121.81, 121.84 (1) Wisconsin Statutes

CROSS REFERENCE: 5111.03 - Relationship with Private Schools, 5006 - Student Residency, 5008 - Public School Open Enrollment

ADOPTED: 12/8/70

REVISED: 3/21/72, 11/16/89, 11/21/96, 11/18/99, 3/21/02, 10/18/07, 9/21/2020, 4/15/2024

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RESIDENCY

5006

So that the District can operate consistently, the following guidelines will be followed in terms of determining student residency in our District:

1. A student residing in another school district generally cannot attend school in our district unless the full student cost is paid via tuition. Exceptions also may include tuition or open enrollment, and senior (12th grade) status students who attended our school during the junior year and other situations as depicted in Policy 5005. The Board shall be informed of such situations.
2. At no time can a district bus leave our district to pick up a student.
3. In cases in which a student's parent lives outside of our district and yet the student is residing in our district with a relative or other designated supervisor, the following procedure will be followed:
 - a) The district must receive written notice from the parents that the residency change has been made for other than educational reasons.
 - b) The district must receive written notice from the supervisor at the "new" residence that the residency change has been made for other than educational reasons.
 - c) The district also must receive written notification from a civil agency with appropriate jurisdiction or from a legitimate social service agency that the change in residence is made for other than educational reasons.
 - d) The written documentation will be kept on file in the principal's office and the Superintendent's office should be notified.
 - e) Upon notification, the Superintendent will notify the Superintendent's office of the district in which the parents are residing.
4. A student who is 18 years of age or older can attend school in the district of their personal residence.

LEGAL REFERENCES: Section 118.14, 118.15, 121.77, 121.81, 121.84 (1) Wisconsin Statutes

CROSS REFERENCES: 5005 - Student Admission

APPROVED: 1/15/85

REVISED: 1/16/89, 11/21/96, 10/21/99, 11/18/99

REVIEWED: 9/07

REVISED: 9/21/2020, 9/15/2021

SCHOOL DISTRICT OF WEST DE PERE
DISTRICT RESIDENT FOR SCHOOL TRANSFER

5007

Local Guidelines

The Board of Education recognizes that with two elementary schools to serve district residents, there may be certain educational conditions that exist that may require a school district resident to attend a school outside of their designated attendance area. In an effort to meet the educational needs of the students in the district, the following procedures will be followed to transfer a student to a school outside of their designated attendance area.

1. Only written requests will be considered.
2. Requests by district residents for school transfer shall be made in writing during the month of January. Requests received after January 31st may be considered if space is available. Applicants should submit their written request by completing the "District Resident Request for School Transfer" form. Written requests should be submitted to the school office. Final decisions will be made by the building principals.
3. Requests will be considered based on the best interest of the student body and the instructional program, as well as the most efficient use of school personnel and resources. Final decisions should reflect available space and consideration of student/teacher ratios.
4. Consideration will be given to students who start the school year at one school site and then move into a new school site. At parent request, such transfers may be approved if the receiving principal agrees that the transfer is in the best interest of the student and the student/teacher ratios support the transfer. Parents will assume responsibility for any extra transportation services. The School District of West De Pere will not provide transportation to students who transfer between schools. Such transfers will be for the balance of the school year only. Students will be expected to attend their new neighborhood school beginning the following school year.
5. Consideration will be given to students who complete fourth grade and then move to another school attendance area. At parent request, such transfers may be approved if the building principles agree that the transfer is in the best interest of the student and the student/teacher ratios support the transfer. Parents will assume responsibility for any extra transportation services.
6. Requests for school transfer based on anticipated moves will require written verification of moving or building plans. Requests may be approved if evidence suggests that the student will be physically residing in the new attendance area by the end of the first nine-week period of the school year.
7. For individual requests not addressed above, building principals maintain authority to respond and recommend student building transfers based on the best interest of the individual student and the general student body. Parents will assume responsibility for any extra transportation services. The School District of West De Pere will not provide transportation to students who transfer between schools in the district.

SCHOOL DISTRICT OF WEST DE PERE 5007 cont'd
DISTRICT RESIDENT FOR SCHOOL TRANSFER

Conditions of Acceptance

Transfer requests are approved with the understanding that the parent/guardian is responsible for transportation. The schools also expect that students maintain good attendance, appropriate behavior, and be successful in their school. Violation of these conditions will result in termination of the transfer approval.

Appeals

All transfer decisions may be appealed to the School District of West De Pere District Office. Appeals must be made in writing within fifteen (15) days of the building decision. The district office will make a decision regarding the appeal within thirty (30) working days of the receipt of the appeal.

State Guidelines for Schools Identified as Being Persistently Dangerous

The Board of Education shall allow a student to attend another appropriate grade level public school within the School District of West De Pere, including a public charter school, if either of the following applies to the student:

- A. Persistently Dangerous School- The student attends a school identified as persistently dangerous by the the Department of Public Instruction; or
- B. Victim of Violent Crime Offense- The student has been a victim of a violent crime offense under either of the two (2) following circumstances and reports the incident to the appropriate law enforcement agency and to the building principal.
 - a. The student had been a victim of a violent criminal offense while on the school grounds that the student attends during school hours, or during a school-sponsored event at the school that the student attends that does not occur during school hours; or
 - b. The student has been a victim of a violent criminal offense while being transported to school for the purpose of attending curricular programs during school hours from school to home immediately following school hours on a school bus owned, leased, or contracted by the School District of West De Pere or by a motor vehicle operated as an alternative method of transportation under Sec. 121.555, Wis. Stats. For a student who has been a victim of violent criminal offense while being transported to or from a school by a common carrier in a School District providing transportation under Sec. 121.54(1), Wis. Stats. The Board of Education shall make transfer decisions based on a case-by-case basis.

The Board of Education is not required to offer a transfer to a student who is a victim of a violent criminal offense under the following circumstances:

- 1. while away from school the student attends, but during a school sponsored activity or field trip.

SCHOOL DISTRICT OF WEST DE PERE 5007 cont'd
DISTRICT RESIDENT FOR SCHOOL TRANSFER

2. while traveling on the school bus to or from a school sponsored activity or field trip.
3. while on school grounds of the school the student attends, but not during school hours or during a school sponsored event.

If there is not another appropriate grade level public school within the School District of West De Pere, including a public charter school, the Board of Education shall not be required to offer the student the option to transfer.

Persistently Dangerous School

The Board of Education, upon written notification from the Department of Public Instruction that a school in the School District of West De Pere has been identified as persistently dangerous shall do the following:

- A. Within ten (10) working days of receiving notice shall provide written notice to the parents or guardians of the students attending the school that the school has been identified as persistently dangerous and the students attending the school may transfer to another appropriate grade level public school operated by the School District of West De Pere, including a public charter school.
- B. Within thirty (30) working days receiving the notice, complete the transfer of those students who accept the offer to be transferred.
- C. Within thirty (30) days of receiving notice submit to the department the school's safety plan, a summary of local efforts to address the school's safety concerns, current available data deemed relevant by the Board of Education that is not reflected in the school performance report and , upon the Department of Public Instruction's request, other information deemed relevant by the Department.
- D. Within thirty (30) working days of receiving notice submit a corrective action plan to the Department of Public Instruction including, for example, the following corrective actions:
 - a. Providing additional personnel to supervise students
 - b. Providing conflict resolution instructional programs
 - c. Collaborating with local law enforcement agencies
 - d. Providing school discipline for training for school staff
 - e. Providing additional security measures

Upon receipt of notice from the Department of Public Instruction that a school is no longer persistently dangerous, the Board of Education shall notify parents and guardians of students that the Department of Public Instruction no longer considers the school persistently dangerous.

Victims of Violent Criminal Offense

The Board of Education, or the Board's designee, upon written notification from a student to a building principal that she or he has been the victim of a violent criminal offense, shall, within ten (10) working days of the report of the incident determine, in consultation with law

SCHOOL DISTRICT OF WEST DE PERE 5007 cont'd
DISTRICT RESIDENT FOR SCHOOL TRANSFER

enforcement officers (if necessary) and the building principal, if the incident is a violent criminal offense under the Appendix to P.I.23.

The alleged offender need not be convicted for the Board of Education to find a violent criminal offense has occurred.

If the incident is a violent offense, the Board of Education shall also do the following:

- A. Within ten (10) working days of the report of the incident notify in writing the parents or guardians of the student of the choice to transfer to another appropriate grade level public school operated by the School District of West De Pere, including a public charter school.
- B. Within thirty (30) working days of the student accepting the offer to transfer, complete the transfer.

LEGAL REFERENCE: 20 U.S.C. 7912 Wis. Admin Code

ADOPTED: 12/18/06

REVISED: 1/16/13

SCHOOL DISTRICT OF WEST DE PERE
DISTRICT RESIDENT REQUEST FOR SCHOOL TRANSFER

5007 (E)

Name of Student: _____

Date of Birth: _____

Parent/Guardian: _____

Street Address: _____

Home Phone: _____

School Attending: _____

Current Grade: _____

School Requested: _____

Date Transfer Requested to Begin: _____

Reason for Request (Must be for Educational Reasons):

Parent Signature: _____

Date: _____

Please note the Following:

Requests will be considered by building principals based on the best interest of the student body and the instructional program, as well as the most efficient use of District personnel and resources.

School transfer requests should be submitted to your building principal. Building principals will respond to written requests only. Appeals may be made to the District Office.

Parents will assume responsibility for any additional transportation of students who have requests for school transfer approved.

<u>For Office Use Only</u>	
Hemlock Creek Principal Signature _____	Date _____
Westwood Principal Signature _____	Date _____
Recommendation _____	
Accept _____	Reject _____

SCHOOL DISTRICT OF WEST DE PERE
PUBLIC SCHOOL OPEN ENROLLMENT

5008

This policy shall be administered in accordance with the state public school open enrollment laws and implementing rules.

Nonresident Open Enrollment Students

A nonresident student may apply for enrollment in a public school in the District under the open enrollment program. Applications shall be made and acted upon in accordance with the timelines and procedures outlined in state law. The District shall consider the following criteria when accepting or rejecting a nonresident student's application for open enrollment:

1. The availability of space in the schools, programs, classes or grades within the District. When determining space availability, consideration shall be given to such factors as class size limits, student-teacher ratios, the number of students currently attending district schools whose tuition is paid by another school district, and enrollment projections. The administration shall establish anticipated space availability prior to processing open enrollment applications.
2. Whether the special education program or related services described in the student's individual educational program (IEP) are available in the District or whether there is space available in the special education program identified in the student's IEP. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the District may deny the student's continued enrollment in the District.
3. Whether the student has been reported or identified as possibly being Students with Disabilities(SwD) but not yet evaluated by an IEP team in the resident district.

The District shall give preference in accepting full-time enrollment applications to any nonresident students already attending school in the District and their siblings.

The District shall guarantee accepting full-time enrollment applications of any nonresident students that are siblings residing in the same household of students already attending school in the District under open enrollment. The District will allow an open enrolled student to return to the District after they have completed an approved study abroad exchange program. The student will return to open enrolled status with their return from the study abroad exchange program.

The District shall not accept any student for full-time enrollment who has been expelled by any school district, private school, or independent charter school in Wisconsin or out of state school during the current year or preceding two school years for conduct specified in Wisconsin Statutes 118.51(5)(a)2., or who has disciplinary proceedings pending on such conduct. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment shall be denied.

SCHOOL DISTRICT OF WEST DE PERE
PUBLIC SCHOOL OPEN ENROLLMENT

5008 cont'd

The District may deny any student applying for open enrollment who has been habitually truant from the district during any grading period of attendance throughout the current or previous school year. An open enrolled student who has become habitually truant may be prohibited from attending the district in the succeeding grading period or school year.

A nonresident public high school student may apply for part-time enrollment in a specific course(s) in the District in accordance with state law and established procedures. The District shall use the same criteria for accepting and rejecting course applications for nonresident students as resident students, except that the District shall give preference in attendance in a course to resident students. The nonresident student may be eligible for up to two (2) classes per grading period.

If the District receives more nonresident student applications for full-time or part-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis.

Except as otherwise provided, student transportation shall be the responsibility of the nonresident student's parent(s)/guardian(s) or the student, if an adult. The District shall provide transportation for nonresident Students with Disabilities (SwD) students if the need for transportation is related to the nature and severity of the student's disability and is required in the individualized educational program (IEP) developed for the student.

Full-time open enrollment students who have been allowed to enroll will be allowed to continue as a student without reapplication. Any non-resident student who transfers to another school district for any reason and who wishes to return to the School District of West De Pere as an open enrollment student will be required to reapply following the district open enrollment application procedure.

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

Resident Open Enrollment Students

Resident students may apply for enrollment in another public school district in accordance with state law.

District high school students may apply for part-time enrollment in individual courses at other public school districts in accordance with state law. A student may enroll in no more than two courses at any time in other public school districts. The District may reject a student's application to attend a course in another public school district if the cost of the course would impose an undue financial burden on the District. The District shall reject a Students with Disabilities (SwD) student's application to attend a course in another public school district if the course

SCHOOL DISTRICT OF WEST DE PERE
PUBLIC SCHOOL OPEN ENROLLMENT

5008 cont'd

conflicts with the student's IEP. The High School Principal shall determine whether a course to be taken at another public school district satisfies District graduation requirements and shall inform the resident student if it does not meet such requirements prior to beginning the course. The parent(s)/guardian(s) of a resident open enrollment student shall be responsible for providing student transportation except as otherwise provided by law.

LEGAL REFERENCE: Sections 118.13 Wisconsin Statutes, 118.16(1)(a), 118.51, 118.52, 120.13(1)(f) Chapter 115, Subchapter V Chapter 121, Subchapter VI PI36, Wisconsin Admin. Code

CROSS REFERENCE:

- 1113-Nondiscrimination Policy
- 3541.1 - Transportation
- 3541.2 - Alternative Transportation
- 3541.3 - Special Transportation Contracts
- 5005 - Student Admission
- 5006 - Student Residency
- 5110 - Full Time Students
- 5111.03 - Home Based Education
- 5127 - Graduation Requirements
- 5144.1 - Suspension - Expulsion
- 6171 - Services to Children with Exceptional Needs

ADOPTED: 1/15/98

REVISED: 4/15/99, 1/16/13, 1/14/15, 2/18/17, 8/22/17 READOPTED: 9/13/17

REVIEWED: 12/6/18

REVISED: 1/27/2020

SCHOOL DISTRICT OF WEST DE PERE **5008 (R)**
PUBLIC SCHOOL OPEN ENROLLMENT ADMINISTRATIVE RULE

Admissions Criteria:

Board Policy #5008 shall be used to consider resident and nonresident Open Enrollment requests.

1. The availability of space in the school, programs, classes or grades within the District. When determining space availability, consideration shall be given to such factors as class size limits, student-teacher ratios, the number of students currently attending district schools whose tuition is paid by another school district, and enrollment projections.

The determination shall be each January.

2. Whether the special education program or related services described in the student's individual educational program (IEP) is available in the District or whether there is space available in the special education program identified in the student's IEP. If a nonresident special education program or service required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the district may deny the students continued enrollment in the district.

The decision shall be based on past practices, board policies, district goals, DPI guidelines and projected future program needs.

3. Whether the student has been reported or identified as possibly being Students with Disabilities (SwD) but not yet evaluated by an IEP team in the resident district.

The decision shall be based on past practices, board policies, district goals, DPI Guidelines and projected future program needs.

Application For Admission

1. Applications for admission from nonresident students are to be submitted by a student's parent(s)/guardian(s) between the first Monday in February and the last weekday in April of the current school year to apply for the following school year. Application is to be submitted on-line via the Department of Public Instruction website [<http://oe.dpi.wi.gov/>] or by obtaining a paper application form from the Department of Public Instruction and delivered to the nonresident school district. The alternative application procedure for admission can be used to apply for the current school year depending on the specific reason for the alternative application. The parent must specify at least one of the allowable criteria upon which the request is based and provide an explanation of the circumstances leading to the request. The parent may be required to submit additional documents when applying for open enrollment outside of the regular application period.

SCHOOL DISTRICT OF WEST DE PERE 5008 (R) cont'd
PUBLIC SCHOOL OPEN ENROLLMENT ADMINISTRATIVE RULE

2. The Superintendent's Office shall compile all relevant information about the applicants to include requesting student records from the resident district in accordance with DPI guidelines and state statutes.
 - a. If the application is for a special education student, the IEP must accompany the application and be reviewed by the Director of Student Services prior to any action.
 - b. Identify students who do not meet the acceptance criteria established in Board policy 5008. Those students who do not meet the discipline criteria are not to be accepted.
 - c. The District shall not discriminate against any disabled students (IDEA or 504) but the District is not required to provide any services not currently available in the District or adapt any facilities for a disabled student in accordance with his/her IEP or 504 plan.

Application For Admission

3. If there are fewer applications than the number of spaces available, all those who meet acceptance criteria are to be notified of acceptance. The Superintendent shall notify the applicants, using the appropriate form on or before the date annually established by the DPI. Each student's resident district is also to be informed.
4. If there are more applications than spaces available for a particular grade or program, the following selection procedure shall be used:
 - a. Applications from tuition and resident students shall be given priority over applications from nonresident students.
 - b. Identify any siblings of students who are attending a District school under this program. These siblings are to be enrolled prior to the random-selection process.
 - c. Assign a number to each application and place the numbers in a container. In the presence of at least one (1) other staff member, conduct a blind drawing of the numbers and list each number drawn in the order they are drawn. The drawing is to continue until all numbers have been drawn.
 - d. Based on the results of the blind drawing, send the appropriate notification form to the parents. This notification must be completed by the date annually established by the DPI.
5. Once approved by both Districts, the District's regular enrollment procedure is to be followed when enrolling a nonresident student.
 - a. Make sure the students seeking admission meet any prerequisites and other eligibility standards associated with particular courses of study.
 - b. The High School Principal or designee shall inform the parents as soon as possible of any prerequisites for a program or course of study in which enrollment is sought. No nonresident student will be enrolled in a program or

PUBLIC SCHOOL OPEN ENROLLMENT ADMINISTRATIVE RULE

- course of study who has not met the prerequisites established for District students and tuition students.
- c. The appropriate principal shall determine the awarding of transfer academic credit, academic assignment, or placement based upon completion of courses or grades in the student's home school.
 - d. Upon notification of acceptance for enrollment, parents are to furnish a written statement to the principal authorizing release of all records of the nonresident student from his/her district.
 - e. The Superintendent's Office must notify the parents of the school or program to which the student is assigned by a notice postmarked no later than the date annually established by the DPI.
6. Participation in interscholastic athletics must comply with pertinent regulations of the Wisconsin Interscholastic Athletic Association (WIAA) and any relevant league standards regarding eligibility of transfer students for participation in interscholastic athletics.
 7. Enrollment in a school shall be subject to an agreement that transportation of the nonresident student to the school is provided for by the student, his/her parents, or the resident district. Exceptions to this requirement may be necessary for students identified as being a child with a disability. Parents of children who are eligible for free or reduced-price lunches under the federal school lunch program may apply to the DPI for reimbursement of transportation costs.
 8. Parents of whose applications are approved must notify the nonresident school district whether the student will attend the nonresident district in the following school year and the nonresident school district must notify the resident school district and the DPI, the names of the students who will attend the nonresident school district in the following school year by the date established by the DPI.
 9. Designated forms created by the District under policy 5008 and/or any forms authorized by the Department of Public Instruction will be used by the District for processing open enrollment.

ADOPTED: 1/15/98

REVISED: 4/15/99, 1/16/13, 1/14/15

REVIEWED: 1/25/17, 12/6/18

REVISED: 12/11/19, 1/27/2020

SCHOOL DISTRICT OF WEST DE PERE
FOREIGN EXCHANGE STUDENTS

5009

The School District of West De Pere recognizes the value of foreign exchange students to the school and community. Student foreign exchange programs support:

- A. The sharing and understanding of educational experiences and practices of foreign countries.
- B. The establishment of improved international communication networks and development of lifelong friendships.
- C. An understanding of cultural, social and political diversity.

Student foreign exchange requires a coordinated effort with the host family, school, and community to promote a successful experience for the foreign exchange student and all West De Pere educational stakeholders.

In the event a West De Pere student participates in an out-of-district exchange program, upon return to West De Pere the student must meet current graduation requirements. Such credit must be coordinated with the High School Principal prior to the exchange experience to determine credit transfer and quality of programs.

LEGAL REFERENCE: Sec 121.84(1)(C) Wisconsin Statutes

CROSS REFERENCE: 5127 Graduation Requirements

REFERENCE: Advisory List of International Educational Travel and Exchange Program published by the Council on Standards for International Educational Travel.

ADOPTED: 2/26/98

REVIEWED: 9/21/2022

SCHOOL DISTRICT OF WEST DE PERE
FOREIGN EXCHANGE STUDENTS ENROLLMENT FORM

5009(E)

NAME OF FOREIGN EXCHANGE STUDENT: _____

COUNTRY: _____

SPONSORED BY: _____
Name of Organization

DOCUMENTATION REQUIRED:

- _____ Statement of Responsibility from Resident Sponsor (Host Family)
- _____ Sponsoring Agency Documentation, including proof of Legal Immigration Statue
- _____ Health Records
- _____ English Proficiency
- _____ Student Transcript

RESIDENT SPONSOR: Name: _____

Address: _____

Phone: _____

ORGANIZATION FIELD REPRESENTATIVE: Name: _____

Address: _____

Phone: _____

DATE OF BOARD OF EDUCATION APPROVAL: _____

APPROVED: 2/98

REVIEWED: 9/21/2022

SCHOOL DISTRICT OF WEST DE PERE
FOREIGN EXCHANGE STUDENTS PROCEDURES

5009(R)

- I. Selection of foreign exchange students:
 - A. Each foreign exchange student shall be represented by a bona fide organization recognized in the Advisory List of International Educational Travel and Exchange Programs or other organizations recognized by the Board of Education. There shall be a reciprocal provision whereby a student of the district shall be able to enroll in a foreign school under essentially the same conditions as a foreign student may enroll in a district school.
 - B. Sponsoring organizations are responsible for taking care of all student procedures and documents required by the Federal and State government.
 - C. The organization representing the foreign student shall establish to the satisfaction of the Board of Education that an adult in this district has the authority to act in Loco Parentis. The adult supervisor must be financial and otherwise responsible.
 - D. The district application deadline is May 1 preceding the enrollment school year. The Board of Education may extend the deadline upon recommendation of the Superintendent of Schools.
 - E. The Board of Education reserves the right to accept or reject any or all exchange student applications in a given year.

- II. Guidelines for placement of exchange students:
 - A. The student must satisfy the same age and other general requirements of citizen students attending West De Pere High School.
 - B. The student must provide a transcript prior to the time the student is to start school.
 - C. The student must have been in good academic standing in their native country and must have been screened for maturity and the ability to get maximum benefit from an exchange program.
 - D. The student must possess a functional speaking and written understanding of the English language.
 - E. The student must commit to attend West De Pere High School for the school year.

- III. Guidelines for exchange student:
 - A. The student will become part of the student body upon formal enrollment and will be treated as any other student with the privileges and responsibilities of attending high school.
 - B. The local program representative or host family must provide the school with the following information concerning the student:
 - 1. Insurance (medical and accident coverage);
 - 2. Permission to participate in activities and athletics (if desired);
 - 3. Physical examination form and immunization record;
 - 4. Other requested information.

SCHOOL DISTRICT OF WEST DE PERE 5009(R) cont'd
FOREIGN EXCHANGE STUDENTS PROCEDURES

- C. The student is expected to abide by all policies, rules and regulations of the school district.
- D. The student will be allowed to participate in extracurricular activities and athletics. Eligibility requirements of the Wisconsin Interscholastic Athletic Association (WIAA), district athletic code and rules of the organization will be followed.
- E. The student can apply for free to reduced price lunches under the federal school lunch program only if the host family's income level meets the established guidelines.
- F. The student may participate in the high school graduation ceremonies and receive a diploma if the high school graduation requirements are met.
- G. The school district reserves the right to terminate a foreign student's enrollment when in its judgment the student's continued enrollment would be detrimental to the foreign student, other students, and/or school personnel.
- H. Foreign students living with their legal parent or guardian in the district shall not be considered under this policy.
- I. Tuition is waived for students participating in approved exchange programs, however, the host family, organization, and student assumes all other financial responsibilities associated with attendance at the high school. (Sec. 121.84(1)(c) Wisconsin Statutes).
- J. Teachers and community organizations are encouraged to use the talents and knowledge of the foreign exchange student. Scheduling, however, should be done through the Principal, and/or their designee, so as to not detract from the student's individual learning.
- K. The student is expected to abide by all policies of the Immigration and Naturalization Service when in this country.

ADOPTED: 2/26/98

REVISED: 9/21/2022

SCHOOL DISTRICT OF WEST DE PERE
FULL-TIME STUDENTS

5110

All students in the School District of West De Pere must be in a Board-Approved activity and shall be considered full-time under the following conditions:

Grades Pre-Kindergarten-8

Students must attend school during the regular school hours on a daily basis or as scheduled.

Grades 9-12

Students must carry a minimum of six and one-half credits per school year and attend school during all regular school hours on a daily basis.

Special Cases

Students with exceptional interests, needs or requirements may be enrolled for fewer classes and still be considered full-time. Examples of exceptional interests, needs or requirements would include, but are not limited to, the following: special education students, truants, homebound students, students at risk as defined by policy, and students enrolled in online courses. In all incidences where modification to the regular school program is considered necessary, it must be approved by the principal or designee in consultation with the Director of Student Services. In the cases deemed necessary, the district administrator will be notified.

Summer School

Students must attend classes during the scheduled time on a daily basis.

LEGAL REFERENCE: Section 118.33 (1)(b) Wisconsin Statutes 121.004 (5)

CROSS REFERENCE: 5127- Graduation Requirements
6112- School Day

ADOPTED: 11/16/89

REVISED: 1/13/00, 5/13/03, 5/17/04, 9/21/2022

SCHOOL DISTRICT OF WEST DE PERE **5111.01**
ADMISSION TO 4 YEAR OLD KINDERGARTEN, KINDERGARTEN
AND/OR FIRST GRADE

Early Entrance into four-year-old kindergarten: To be eligible for enrollment in the four-year-old kindergarten program, a child must be four years old on or before September 1st in the year the child proposes to enter school. There shall be no early admittance to the four-year-old kindergarten program.

Early Entrance into five-year-old kindergarten and first grade: The Board of Education understands the need to allow early admission of children to five-year old kindergarten or first grade. In compliance with Section 120.12 (25), the Board directs the District Administrator to develop procedures, conditions and standards that allow for early admission. Wisconsin State Statute, Section 118.15(1)(am) also mandates that only students who have successfully completed a five-year-old kindergarten program will be eligible to enter first grade unless parents apply for and receive an exemption/waiver. Additionally, it is the responsibility of any person in control of a child who is enrolled in five-year-old kindergarten to see that the child meets requirements similar to compulsory attendance.

The following procedures shall be followed for early admission to five-year-old kindergarten and first grade:

1. Written application shall be made by the parent to the Director of Student Services no later than May 15. For parents moving into the district after May 15, requests will be accepted up to August 15. Students applying for early entrance to kindergarten must be age five by October 15th. Students applying for early entrance to first grade must be age six by October 15th. Requests will not be considered for students not meeting the age criteria.
2. A personal interview between the Director of Student Services and Elementary Principal and the parent(s) shall be held to determine the parent's reasons for requesting entrance prior to the legal age.
3. An evaluation of the child's potential to benefit from early admission to school shall be required. The evaluation shall consider the ability of the child to demonstrate exceptional potential for success and the ability to cope intellectually, socially, physically/developmentally, and emotionally with the school environment for which they are being considered. The individual evaluation shall be conducted by a licensed school psychologist in conjunction with other student services workers. The evaluation shall be at no cost to the parents.

SCHOOL DISTRICT OF WEST DE PERE **5111.01**
ADMISSION TO 4 YEAR OLD KINDERGARTEN, KINDERGARTEN
AND/OR FIRST GRADE

4. After the evaluation in step three (3) has been completed, a conference shall be held with the parent(s) to consider the appropriateness of early entrance.

The following conditions and standards are prescribed.

1. Early admission to five-year-old kindergarten:

- a. The child is superior in the full range of abilities and needs including social, emotional, physical and mental maturity; or
- b. The child has been evaluated by an IEP-team and determined not to have an exceptional educational need, but would benefit from an early intervention program.

2. Early admission to first grade:

- a. The child was admitted to and successfully completed kindergarten; or
- b. The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
- c. The child not meeting the conditions of (a) or (b) above but who, as a result of the evaluation prescribed in the above 3, is considered capable of and whose educational welfare would best be served by placement in first grade.
- d. The child has moved to the district from another state or country that does not require the completion of a five-year-old kindergarten program prior to enrollment in first grade.

Admission to first grade without completion of five-year-old kindergarten:

1. The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
2. The child not meeting the conditions of (a), but is considered capable of and whose educational welfare would best be served by placement in first grade. The child's capability will be determined by an evaluation of the child's potential to benefit from admission to kindergarten shall be required. The evaluation shall consider the ability of the child to demonstrate potential for success academically, socially, physically/developmentally, and emotionally with the school environment for which they are being considered. The individual evaluation shall be conducted by a licensed school psychologist in conjunction with other student services workers. The evaluation shall be at no cost to the parents.

SCHOOL DISTRICT OF WEST DE PERE **5111.01**
ADMISSION TO 4 YEAR OLD KINDERGARTEN, KINDERGARTEN
AND/OR FIRST GRADE

3. The child has moved to the district from another state or country that does not require the completion of a five-year-old kindergarten program prior to enrollment in first grade.

The parents/guardians of any students denied early entrance or an exemption/waiver by the Director of Student Services may appeal that decision to the District Administrator by submitting a written request to the Administrator within 10 days of the decision of the Director of Student Services. The decision of the District Administrator is final.

Notice of the existence of the early entrance policy will be referred to in the registration letter and copies of the early admission policy will be available at screening.

LEGAL REFERENCE: Section 118.14, Wis.Stat.
 118.15 (1) Wis. Stat.
 118.33 (6)(cm), Wis Stat.
 120.12 (25), Wis Stat.

CROSS REFERENCE: 5200-Promotion of Students

APPROVED: 2/21/79

REVISED: 12/15/88, 16/16/89, 12/16/93, 9/21/00, 11/15/04, 7/16/08, 10/15/08, 12/8/10, 7/18/18, 8/21/18, 7/2020

SCHOOL DISTRICT OF WEST DE PERE
RELATIONSHIP WITH PRIVATE SCHOOL

5111.03

For the purpose of this policy, Home Based Private Educational Program will be that which is defined in Wisconsin Statute section 115.001 (3)(g).

This policy complies with the specifications as set forth in sections 118.15 (4) and 118.165 (1)(2) Wis. Stat.

I. PRIVATE SCHOOL TRANSFERS

A. Any student who has been in attendance in a private educational program as defined by Wis. Stats. 118.15 (4) and 118.165 (1)(2) for a period of ninety (90) days or more and who wishes to enter or reenter the West De Pere School System will furnish the building principal with the following documentation of the educational program:

1. A copy of the school transcript verifying classes taken and grades earned. The district retains the right to also request a copy of the sequential curriculums that were taught in the six (6) mandated subject areas (sec 118.165(1)(d)).
2. Records of student performance for each course taken (e.g., report card).
3. Attendance and other relevant records as deemed necessary by the district.
4. For home-based educational programs, a copy of the Home-Based Educational Form (DPI Form PI-1206 - rev 1/86).
5. The district may also require a copy of the school calendar to verify that each school term consisted of a minimum of 875 hours (sec. 118.165(1)).

B. Upon receipt of the above documentation, the building principal will place the student at the appropriate grade level.

C. In the absence of the above documentation, the student may be required to be tested to establish placement.

1. A placement examination may be administered by the principal (or his/her designee) of the school to which the student would normally be assigned.

SCHOOL DISTRICT OF WEST DE PERE 5111.03 cont'd
RELATIONSHIP WITH PRIVATE SCHOOL

2. Test results and the student's chronological age will be used by the building principal to determine grade placement.
- D. If a parent appeals the student placement based on the belief that the examination is inappropriate, unreliable, and/or irrelevant, the test and placement will be reviewed by the Superintendent, with recommendation to be made to the Board of Education of the School District of West De Pere. The decision for placement will be made by the Board of Education and will be considered as final by all parties.
 - E. If the placement is made at the sophomore level (10th grade) or higher, six (6) credits will be allowed toward high school graduation for each of the years below the grade level of placement. The courses taken while enrolled in a private educational program will be recorded on the student's permanent record. Credit will only be recorded that is in compliance with mandates of curriculum requirements in sec. 118.165(1)(d), Wis. Stat. or are deemed by the principal to meet the criteria of an elective in the current high school program of studies.
 - F. Home-based instruction will be recorded as credit only (home based grades will not be recorded on the admitting high school transcript). Grades and grade point averages from home-based instruction will not be used in class standing.
- II. SHARED PROGRAMMING
- A. The same opportunities for both private schools and home-based instruction are to be afforded by the Board of Education.
 - B. Home-based private educational program students may not take part in shared time programs unless private school students are provided the same opportunities and unless the parents or guardian(s) meet the same requirements of private schools.
 - C. The Director of Curriculum may provide parents of private school students residing within the district with general information about grade level academic goals and objectives; however, this should not be construed to include lesson plans or the provision of instructional resources. Student textbooks and workbooks may be purchased through the Director of Curriculum.

SCHOOL DISTRICT OF WEST DE PERE 5111.03 cont'd
RELATIONSHIP WITH PRIVATE SCHOOL

- D. Issues involving special education shared programming will be governed by the district's Special Education Plan, as submitted to DPI.

ADOPTED: 10/15/87

REVISED: 9/21/89, 10/19/89, 9/21/00, 12/15/05, 1/9/06

REVIEWED:11/12/2020

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY

5113

A. Attendance and Excuses

The primary legal and moral responsibility for student attendance rests with the parent (or guardian) and the student. The School District of West De Pere will work cooperatively with the parent or responsible adults to teach students the importance of daily and timely school and class attendance. Effective instruction is an important part of this process; however, it is the position of the West De Pere Board of Education that the climate for instruction begins with regular attendance. When students are absent from class, they miss integral and essential parts of the learning process. Instructional activities, such as discussions, videos, and the participation of guest speakers can never be made up or replicated. It is the student's responsibility to participate and contribute in the classroom learning process.

Excessive absences and trancies have a detrimental effect on other students as well as on the process of instruction. Absences and trancies do harm to the process of education by placing greater demands on the time of teachers for make-up assignments and assistance to truant or absent students. This demand is an infringement upon the rights of other students for equal attention of the teacher.

Furthermore, there are direct relationships between school attendance habits, the incidence of student dropout, and post-secondary success, whether it be in advanced training opportunities or on the job. Students, therefore, are expected to be in attendance every day except as noted below.

B. Compulsory Attendance Age

1. In accordance with state law, all children between 6 and 18 years of age must attend school full time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse. s.118.15(l)(a)
2. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation. s.118.15(l)(c)
3. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over may be excused by the school board from regular school attendance if the child and his/her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation or leading to a high school equivalency diploma under s.115.29(4) s.118.15(l)(c).

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY

5113 cont'd

4. A child, under the age of 18, requesting withdrawal from school attendance should remain in school until the end of the term in which the request is made. Likewise, any person requesting re-admittance should wait until the beginning of the next term to return to school.

C. Truancy and Absences Defined

1. Truancy S.118.16(1)(c)

- a. "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 pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s.118.15.
- b. Students who are truant (unexcused) as defined by Wisconsin Statute 118.16 will be subject to disciplinary action.

2. Habitual Truancy S.118.16(1)(a)

- a. "Habitual truant" means a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester.

3. "...Absence of *part* of one or more days..." is defined as follows:

- a. Elementary School (K- 4) more than 15 minutes but less than three-fourths of a school day
- b. Intermediate school (5-6) – more than 15 minutes but less than three-fourths of a school day.
- c. Middle School (7-8) - one to eight class periods in any given school day (9 period day)
- d. High School (9-12) - one to four class periods in any given school day (5 period day)

4. "...Absence of *all* of one or more days..." is defined as follows:

- a. Elementary School (K-4) - three-fourths or more of a school day
- b. Intermediate School (5-6) - three-fourths or more of a school day

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY

5113 cont'd

- c. Middle School (7-8) - nine class periods in any given school day (9 period day)
- d. High School (9-12) - five class periods in any given school day (5 period day)

5. Contributing to Truancy S.118.16(2)(cg)4

In accordance with state law under S.118.15(5), penalties may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under S.118.15(1)(a) and (am).

6. Excused Absences

- a. Students may be excused from school for the following reasons:
 - i. *Personal illness.* When absences for personal illness are prolonged or chronic, the building administrator has the authority to request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical condition of the child.
 - ii. *Funerals and religious services* as requested by the parent (or guardian).
 - iii. *Medical appointments* that could not be scheduled outside of the regular school day.
 - iv. *Serious personal or family crisis.*
 - v. Student that is *not in proper physical and/or mental condition* to attend school in accordance with Statute 118.15(3)(a).
 - vi. *Family vacations*, which must be pre-arranged through the school office; preferably as many days prior to leaving as the length of the vacation. Family vacations also include activities that parallel or are related to activities that are part of the school district's curriculum or co-curricular program. The absence will be excused in these cases if the parent request for a pre-excused absence has been completed and is on file in the school office prior to the absence.
 - vii. *Other circumstances*, deemed as an acceptable excuse per school officials, such as: medical quarantines, extreme weather conditions, court appearances, etc.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY

5113 cont'd

- b. Students who are absent from school for reasons other than illness shall present an excuse prior to the absence. The absence will be determined to be excused or unexcused depending upon the reason presented. Failure to abide by this procedure will result in an unexcused absence. Emergencies will be considered at the time presented.
- c. Each principal shall work with staff to develop incentives and/or opportunities for recognition for outstanding attendance.

The Superintendent shall cause development of administrative rules relating to this policy.

D. Attendance Officer

- 1. The principal or the principal's designee at each of the district's schools is designated to deal with matters relating to school attendance and truancy.
- 2. The "School Attendance Officer" of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused. s.118.16(2)(a)
- 3. In cases of truancy, the school attendance office shall follow the administrative rules for handling truancy.

E. Teacher Responsibility

- 1. Teachers are required to submit daily attendance reports to the School Attendance Officer on all pupils under their charge. s.118.18
- 2. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class attendance has on student progress. However, no pupil shall be denied credit in a course or subject solely because of his/her unexcused absence from school.

CROSS REFERENCE: Administrative Rule - 5113(R)
Student Handbooks

LEGAL REFERENCE: Section 118.15, 118.16 Wisconsin Statutes

ADOPTED: 10/15/80

REVISED: 1/14/81, 1/15/87, 11/16/89, 5/20/99, 3/16/11, 10/18/11, 9/18/12, 9/17/2020, 7/19/2023

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

5113 (R)

ATTENDANCE AND EXCUSES

A. Procedures:

1. Attendance will be taken each period in grades 7-12. The absence will be recorded in the attendance office for each period. At grades K-6, attendance will be taken daily, a.m. and p.m., with absences being recorded in the office and reported to the principal.
2. Each secondary school and teacher will prepare and keep a listing of all absences for each class period.
3. Upon returning to school following an absence, students are required to present a written explanation of their absence from their parent or guardian. Phone calls from parents/guardians will also be accepted within a reasonable amount of time, as defined by each building site.
4. A letter regarding a student's absence is to be sent to the parents or guardians after seven (7) days and again after ten (10) days of accumulated absence (discretion should be used by the principal in cases where they are aware that the student has been under a doctor's treatment, or other relevant excused circumstances).
5. Students are responsible for making up work that is missed during their absence and have as many days to get their work made up and turned in as they were absent.
6. State law provides that a school may not deny a student credit in a course solely because of the pupil's unexcused absences. A student may be failed if he/she does not satisfactorily complete the make-up work assigned due to his/her absences. Students who are truant will be required to make up all work missed, including examinations.
7. After three consecutive weeks of being absent without showing intent of returning, the student will be exited as of the date of the first day of the consecutive absences.

B. Consequences: Truancy

1. For All Incidents of Truancy
 - a) Parents or guardians are notified by phone as soon as truancy is determined, and directed to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused

SCHOOL DISTRICT OF WEST DE PERE 5113 (R) cont'd
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

- b) absence and may be delegated to office staff. A written record will be maintained for phone contacts related to truancy.
- c) At grades 7-12, the student may be assigned detention in an amount as determined at each building site.

2. Third Incident of Truancy

- a) A referral will be made to the child's school counselor to:
 - i) Provide an opportunity for educational counseling to determine whether a change in curriculum would resolve the child's truancy and to consider curriculum modifications possible within the current school program.
 - ii) Request that the counselor consult with the appropriate school staff in an effort to determine whether learning or social/emotional problems may be a cause of the child's truancy, and, if so, make appropriate referrals and/or recommendations.
- b) The attendance officer will send a letter to the parent or guardian outlining the provisions of the attendance law, and informing them that their child is in danger of violating the state's "habitual truant" law and the district's open enrollment policy regarding open enrollment. The parent or guardian will be encouraged to come in for a meeting to discuss the student's welfare.

3. Fifth Incident of Truancy

- a) The attendance officer will send a letter by first class mail to the parent or guardian. The notice shall say:
 - i) A statement outlining the provisions of the attendance law, and informing them that their child is now in violation of the state's "habitual truant" law.
 - ii) A statement of the parent's or guardian's responsibility, under s. 118.15 (1.) (a), to cause the child to attend school regularly.
 - iii) A statement that the parent, guardian or child may request program or curriculum modifications for the child and that the child may be eligible for enrollment in a program for children at risk under s.118.15 (3)(c).
 - iv) A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include:
 - The name of the school personnel with whom the parent or guardian should meet;
 - The date and time of the meeting;
 - The name, address and telephone number of a person to contact to arrange a different date, time, or place.
 - v) S.118.16(2)(cg)4. A statement of the penalties, under s.118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s.118.15(1)(a) and (am).
 - vi) A statement detailing how and where the parent or guardian may view the pupil's attendance record.
 - vii) A statement notifying the parent or guardian that habitual truancy may affect the status of an open enrolled student.

SCHOOL DISTRICT OF WEST DE PERE 5113 (R) cont'd
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

- viii) The attendance officer will send a letter by first class mail to the parent or guardian. The notice shall include:
 - i) A statement outlining the provisions of the attendance law, and informing them that their child is now in violation of the state's "habitual truant" law.
 - ii) A statement of the parent's or guardian's responsibility, under s. 118.15 (1.) (a), to cause the child to attend school regularly.
 - iii) A statement that the parent, guardian or child may request program or curriculum modifications for the child and that the child may be eligible for enrollment in a program for children at risk under s. 118.15 (3) (c).
 - b) A referral will be made to the police liaison officer for municipal court proceedings, in compliance with Wisconsin Statutes Chapter 118, after the following have been completed:
 - i) Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and been refused.
 - ii) Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications possible within the current school program.
 - iii) Referred the child to the building's Student Study Team to determine whether learning or social/emotional problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals. The Student Study Team shall maintain documentation regarding its findings/recommendations and review them with the building principal/designee.
4. Following receipt of evidence that the above activities have been met, the school attendance officer may file information on any child who continues to be truant with the court assigned to exercise jurisdiction under Chap. 48 in accordance with s. 48.24. Filing information on a child under this subsection does not preclude concurrent prosecution of the child's parent or guardian under S. 118.15(5) and S. 938.342.
5. Every Tenth Incident of Truancy
- a.) One every tenth incident of truancy (e.g., 10, 20, 30, etc.) a letter will be sent to Brown County Social Services informing them of the student's status as a habitual truant, that chronic truancy persists, and accompanied by a copy or listing of the student's attendance history. A copy of this letter will be sent to the parent or guardian of the student.

ADOPTED: 11/16/89

REVISED: 5/20/99, 3/16/11, 9/23/15, 9/17/2020, 11/16/2022, 7/19/2023

STUDENT NONDISCRIMINATION

[To be published annually in student and staff handbooks]

I. POLICY

It is the policy of the School District of West De Pere that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, gender identity, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or homelessness.

II. DESCRIPTION

The School District of West De Pere shall strive to remove any vestige of discrimination in: admission to any school, class, program, or activity; standards and rules of behavior, including student harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations, or persons; selection of instructional and library media materials; methods, practices, and materials used for testing, evaluating, and counseling pupils; facilities; opportunity for participation in athletic programs or activities; and school sponsored food service programs.

The School District of West De Pere acknowledges gender identity of a student that has held the belief deeply, followed the belief consistently over a period of time, is supported by the student's parents or guardian, and for which the student has sought guidance or counseling in coming to the decision will be permitted to access the restrooms that correspond to the gender identity that the student consistently asserts at school and elsewhere. A student who does not wish to use the binary restrooms may be given access to unisex restrooms if such a facility is reasonably available. When an issue or concerns arises, the Administration will work to address the needs and concerns of each student with consultation from parents/guardians where appropriate.

Individuals who upon investigation are determined to have engaged in discriminatory behavior shall be subjected to disciplinary action. In the case of students, discipline may include, but is not limited to reprimand, suspension or expulsion. In the case of others engaged in such conduct while participating in district programs and activities, discipline may include removal and prohibition from participation in such activities or programs.

III. HARASSMENT

Harassment is considered a form of discrimination.

<u>Student harassment is...any behavior directed toward a student</u>	<u>based in whole or part, on membership in a protected class</u>	<u>which substantially interferes with a student's school performance, or creates an intimidating, hostile, or offensive environment.</u>
Can include: name-calling, making threats, spreading rumors, telling jokes, making fun of someone, gestures, physical intimidation, hitting, touching, pranks or hazing, vandalism or destruction of property.	sex, race, color, gender identity, religion, national origin, ancestry, creed, pregnancy, material or parental status, sexual orientation or physical, mental, emotional or learning disability, or homelessness.	the behavior is so severe (can be one incident of a more serious nature) or pervasive (occurs frequently, is part of a pattern of behaviors, permeates the atmosphere) that it has a strong negative effect.

Sexual harassment is often rationalized as a part of normal adolescent development, and so socially prevalent that it is acceptable. The School District of West De Pere does not tolerate sexual harassment or any other form of discrimination. The law protects both male and female students from sexual harassment, regardless of who the harasser is (another student, staff person, visitor) or their actual or perceived gender. Sexual harassment can be student-to-student, staff-to-student, or student-to-staff; and can be inter- or intra-gender.

Examples of inappropriate conduct that would be considered sexual harassment are:

- A. 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.
- B. 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 (e.g. better grade) or negative consequence concerning one's organizational, academic, or educational status.
- C. Verbal abuse or joking that is sexually oriented 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 other tasteless, sexually oriented comments, innuendos or actions that offend others.
- D. Engaging in any type of sexually oriented conduct that would unreasonably interfere with a student's learning environment. This includes extending unwanted sexual attention to someone such that the student's participation in any program or activity is negatively affected.
- E. Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attention.
- F. Creating an environment that is intimidating, hostile or offensive because of the existence on school premises or during school activities of sexually oriented materials including, but not limited to, photographs, or other offensive sexually graphic materials.

When similar behaviors to those above are based upon any of the other protected classes (e.g. race, religion, etc.), this would constitute discriminatory behavior in violation of this policy.

IV. COMPLAINT PROCEDURES

Any person who believes he or she has been discriminated against (including harassment) in violation of the terms of this policy, or is witness to discriminatory actions against another shall report it and is encouraged to follow the complaint procedures below.

A. INFORMAL COMPLAINT PROCEDURES

1. The person who believes they are being subjected to discrimination is encouraged, but not required, to advise the person who is engaging in such conduct of their objection to the physical or verbal acts of discrimination.
2. If the person being discriminated against is unable or unwilling to discuss the matter of their objections with the person committing the discrimination, or the discrimination continues after completion of step 1, the person shall advise their principal or counselor of the allegations. A parent or legal guardian is able to register a complaint on a student's behalf. If the person is not

comfortable with making a complaint to the principal or counselor, the complaint may be made to any staff person. That staff person must then report the complaint to the building principal. The principal or counselor shall conduct an initial investigation, and discuss the allegations with the complainant and accused to attempt to affect relief. This initial investigation and follow-up will occur within ten (10) days of the complaint. If a staff person observes behavior that they believe meets the policy definition of student discrimination (including harassment), they are obligated to report it to the building principal, even if no student complaint is brought forth.

3. If, in the judgment of the complainant, step 2 would be ineffective or the complainant does not wish to discuss the matter with the principal or counselor, or the results of step 2 are unsuccessful, a complaint shall be filed according to the formal complaint procedures within fifteen (15) days of the original complaint.

B. FORMAL COMPLAINT PROCEDURES

The District Administrator or designee shall be responsible for processing formal discrimination complaints and shall be further responsible for coordinating state and federal regulations concerning discrimination.

1. The person who believes they are being subjected to discrimination is encouraged, but not required, to advise the person who is engaging in such conduct of their objection to the acts of discrimination.

If the person being discriminated against is unable or unwilling to discuss the matter of their objections with the person committing the discrimination, or the discrimination continues after completion of this step, the person shall submit a formal complaint.

2. The formal complaint shall be submitted in writing to the District Administrator or their designee in such matters. The complaint report shall include the name, address, and phone number of the complainant, the name of the victim (if different), the name(s) of the person(s) who engaged in the alleged discrimination, and others who may be a witness or have knowledge. The complaint shall also include the specific nature of the discrimination and should detail, in so far as possible, the times, dates, locations and other details of the alleged discrimination, and a description of any relief sought. The complaint shall be signed and dated by the complainant. If the complainant is a minor, the complaint shall be co-signed by a legal guardian. Complaint forms are available in each school office, from a school counselor, or the district office.
3. The complaint will be acknowledged in writing within a reasonable timeframe (maximum is 45 days of receipt). This acknowledgement will typically include a requested day and time to meet with the district-appointed investigator.
4. The complaint shall be thoroughly investigated. This will occur in an expeditious yet methodical manner so as not to compromise the integrity of the investigative process. In doing so, he/she will notify the person accused of the complaint and the specifics thereof.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT NONDISCRIMINATION

5117 cont'd

The accused individual shall be permitted to respond to the allegations either verbally or in a signed statement at his/her discretion. If in the judgment of the investigator a meeting of involved parties is necessary or appropriate to clarify or resolve the matter, a meeting will be conducted.

5. The investigator shall notify, in writing, the complainant and accused of the final determination of the investigation. This must occur within 90 days of receipt of the formal complaint. This final determination must also include a list of actions taken, if any, to resolve the matter and an explanation of the complainant's appeal rights. A copy of the final determination will be maintained in the district office.
6. If the complainant is not satisfied with the final determination, he/she may submit a written appeal to the Superintendent. The appeal shall be filed with the Superintendent within ten (10) working days of receipt of the final determination. The appeal shall include the nature of the disagreement with the final determination and the complainant's underlying reason for disagreement. The individual accused of discrimination shall be notified of the consideration of appeal. The Superintendent shall respond, in writing, to the complainant and accused within twenty (20) working days of the hearing with respect to the findings and determination in the matter of the appeal. A copy of the Superintendent's findings will be maintained in the district office.
7. If the complainant is not satisfied with the Superintendent's appeal determination, he/she may submit a written appeal to the Board of Education. The appeal shall be filed within ten (10) working days of receipt of the Superintendent's determination.
 - a. The appeal shall be filed with the Superintendent who shall transmit the appeal to the Board of Education for placement on a closed session agenda at the next regularly scheduled board meeting. If the appeal is filed less than five (5) working days before a regularly scheduled meeting, the matter will be considered at the next successive regular board meeting.
 - b. The appeal shall include the nature of the disagreement with the most recent determination and the complainant's underlying reason for disagreement. The complainant may request and shall be granted the right to be present during discussion of the appeal and shall be permitted to present their reasons for disagreement. The individual accused of discrimination shall be notified of the consideration of appeal and may be present and shall be permitted to present their response.
 - c. Both the complainant and the accused may be represented during the Board's informal appeal consideration.
8. The Board shall respond, in writing, to the complainant and accused within twenty (20) working days of the hearing with respect to the Board's findings and determination in the matter of the appeal. A copy of the Board's findings will be maintained in the district office.

The District Administrator and/or the Board of Education reserves the right or may have the legal duty to refer matters of discrimination to appropriate legal authorities in such cases where child abuse may be a factor or in such cases where reasonable belief exists that a criminal act may have occurred.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT NONDISCRIMINATION

5117 cont'd

9. If the complainant is not satisfied with the Board's determination, he/she may submit a written appeal within thirty (30) days to the State Superintendent of Public Instruction [State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841 Madison, WI 53707]. This appeal must contain the same components as the original complaint (the district's complaint form may be used for this appeal).

C. EXCEPTIONS

1. Discrimination complaints relating to the identification, evaluation, educational placement, or the provision of free appropriate public education of a child with disability shall be processed in accordance with established appeal procedures outlined in the district's special education handbook and special education rights pamphlet.
2. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.
3. Nothing in these procedures shall preclude individuals who feel they have been discriminated against on the basis of the protected classes of sex, disability, race, creed, or national origin from filing a complaint directly with the Office of Civil Rights as authorized by federal law. Such complaints shall be made to: Office of Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, IL 60606.

V. RETALIATION

- A. Retaliation against an individual for filing a discrimination complaint or for participating in a discrimination investigation will not be tolerated, and will be grounds for disciplinary action.

LEGAL REFERENCE: Wisconsin Statute 118.13

Wisconsin Administrative Code Chapter PI9

Title VI of the Civil Rights Act of 1964

Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973 McKinney-Vento Homeless Assistance Act

CROSS REFERENCE: 1113 - Nondiscrimination, 4117 - Staff Nondiscrimination

ADOPTED: 5/19/94

REVISED: 3/14/00, 3/15/04, 3/20/13, 5/20/15, 7/16/15, 12/11/19, 1/27/2020, 4/12/2021

SCHOOL DISTRICT OF WEST DE PERE
TITLE IX DISCTIMINATION COMPLAINT FORM

4117/5117 (E)

Title IX Discrimination Complaint Form

*Title IX of the Education Amendments of 1972 (20 U.S.C § 1681) is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. **When the form has been completed and signed by you, and then signed by the Title IX Coordinator, your complaint has been properly received and noted by the district.** We will provide you with a copy of this form as well as complete information about the Title IX complaint process.*

The Title IX Coordinator and/or designee investigate complaints by parent, staff and students who believe themselves to be harmed by sexual harassment or discrimination and harassment related to gender.

I am filing this complaint as a: check one (✓)

Parent Staff Student

Name: _____ **Phone:** _____

Address: _____

Complainant: Individual who is alleged to be the victim of conduct that could constitute sexual harassment (*if different from person completing form*).

Name: _____ **Phone:** _____

Address: _____

If student, grade: _____ **School:** _____

Respondent: person or persons you believe committed the offense against you and how you have contact with them, e.g., supervisor, co-worker, peer, teacher.

Name: _____

Complaint: Describe your complaint related to the complainant's participation or attempt to participate in the school's educational program or activity. Please summarize below and attach additional pages describing your complaint if necessary.

Date(s): _____ **Time:** _____

SCHOOL DISTRICT OF WEST DE PERE 4117/5117 (E) cont'd
TITLE IX DISCTIMINATION COMPLAINT FORM

Location:

Description of incident:

Witnesses (The relationship information requested means co-worker, supervisor, peer, teacher, etc)

1. _____
Name Relationship Telephone number

2. _____
Name Relationship Telephone number

3. _____
Name Relationship Telephone number

I certify the aforementioned is true and correct.

Your signature Date

This completed, signed form should be delivered to the Title IX Coordinator by mail, email or in-person.

For the Title IX Coordinator and/or Designee only
Complaint taken by:

Signature Print Name Date

Received by:

In-person Mail Email

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ABUSE AND NEGLECT

5118

1. Any school employee under the mandated reporters law, who, in the performance of professional duties, suspects that a child has been abused or neglected or believes that a child has been threatened with abuse and that abuse will occur, shall immediately contact the social services department of the respective county where the suspected abuse occurred or in which the student resides. Employees are considered to be anyone who receives an annual statement of wages for tax purposes (W-2 form) from the school district. In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter.
2. Upon suspicion of abuse or neglect, the employee shall immediately contact the appropriate Department of Social Services to inform them of the facts and circumstances contributing to the suspicion of child abuse or neglect or to a belief that abuse will occur. The following information is required for the verbal report to social services.
 - a. Name, date of birth, grade, race and gender of child suspected of being abused or neglected.
 - b. Name of the child's school, address of the school, and dismissal time.
 - c. Name, address, and telephone number of child's parent/guardian(s).
 - d. Parent/guardian's place of employment and work telephone number.
 - e. Information on other household members, including name, relationship, date of birth, age gender, and race
 - f. Facts and circumstances forming the suspicion, including statements from the child and names of possible witnesses
 - g. Description of any observable and specific injuries
 - h. Other pertinent information
 - i. Description of special needs of the child, if applicable
3. All verbal reports shall be confidential, except as otherwise noted by state law. Information pertaining to the suspected abuse or neglect shall not become part of the student's permanent records.
4. If the person reporting a case has reason to suspect that the child's health or safety is in imminent danger, a request for an immediate investigation by the appropriate law enforcement agency shall be made.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ABUSE AND NEGLECT

5118 cont'd

5. All district personnel will cooperate in every way possible during the course of the investigation by outside agencies and in providing appropriate assistance to the child involved. By Wisconsin statutes, the county department of social services has a legal right to interview children on school premises without parent approval. Persons other than the county social worker and law enforcement personnel may be allowed to attend the interview if it is in the best interest of the child as determined by the county social worker.

6. Any repeated suspected child abuse or neglect incidents on a previously referred child will be reported as outlined above.

7. Any doubt about reporting a suspected situation should be resolved in favor of the child and a report made immediately. If necessary a call may be made to the department of social services to consult on the incident. The department of social services will be able to provide guidance regarding the situation. Validation of suspected abuse and/or neglect is the responsibility of the appropriate Department of Social Services and/or the appropriate law enforcement agency.

LEGAL REFERENCE: Wis. Stat. sec. 48.981(2)(a)16m
 Wis. Stat. sec. 118.07(5).

FIRST READING: 11/18/02

ADOPTED: 12/16/02

REVISED: 8/12/2020

SCHOOL DISTRICT OF WEST DE PERE
BULLYING

5119

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

Bullying behavior is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision. Instances of bullying that occur outside of regular school hours or outside of school sponsored activities that are reported to school district officials will be referred to local law enforcement.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status, but may not be motivated by these characteristics. Bullying is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

BULLYING

- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and text messages, instant messaging (IM), defamatory personal websites, defamatory online personal polling websites and all forms of Social Media.

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

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 principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building Principal or his or her designee. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying report will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student reprimand, suspension, or possible expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers,

SCHOOL DISTRICT OF WEST DE PERE
BULLYING

5119 cont'd

and contractors, and removal from any official position or resignation for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law. To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be annually distributed to all students enrolled in the school district, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment

SCHOOL DISTRICT OF WEST DE PERE
BULLYING

5119 cont'd

shall also be posted at each building. The school district will also provide a copy of the policy to any person who requests it.

Records & Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines bullying will be age and content appropriate. The complaint procedure established by the District Administrator and set forth in Administrative Guidelines shall be followed.

LEGAL REFERENCE: Wisconsin Statute 118.46

CROSS REFERENCE: 5117-Student Nondiscrimination
 4117-Staff Nondiscrimination
 4117(E) / 5117(E)-Discrimination Complaint Form

ADOPTED: 9/20/10

REVISED:7/17/2020, 8/12/2020

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120

Student records shall be maintained in the West De Pere School District to assist school personnel in providing appropriate educational experiences for each child in the district. Student records shall include all records relating to an individual student maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under section 115.28(7) to hold a certificate, license or permit if such records and notes are not available to others, nor does it include records necessary for, and available only to persons involved in, the psychological treatment of a student.

TYPES OF RECORDS

- a. Student Records means all records relating to individual students maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under Section 115.28(7).
- b. Progress Records means those student records which include the student's grades, a statement of the courses the student has taken, the student's attendance record, the student's immunization records and records of the student's extracurricular activities.
- c. Behavior Records means those students records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records, other than his or her immunization records, or any lead screening required under Sec. 254.162, peace officers records obtained under Sec. 48.396(1m), and any other student records that are not progress records.
- d. Student Directory Data means those student records which include the student's name, 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, or video identifying students either individually or as part of a group for academic or co-curricular achievement, degrees and awards received and the name of the school most recently previously attended by the student. This directory data shall be considered public information and may be released to appropriate persons and media unless parents or adult students refuse the release, in writing, of their own initiation. Refusal of such release must be made no later than two weeks after the opening of school or of enrolling in school in the case of those entering West De Pere Public Schools after the school year has started. This exception to the policy should be made known annually along with information relating to the opening of school.
- e. Student Physical Health Records means those student records that include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information, as determined by the state superintendent.

- f. Student Patient Health Care Records means those records, reports, and correspondence relating to the health of a student which are authored by an outside agency physician, psychiatrist, nurse, dentist, pharmacist, chiropractor, podiatrist, physical therapist, occupational therapist, optometrist, clinical psychologist, social worker, speech therapist, audiologist, other health care professionals, and any student record relating to a student's physical health, which does not fall within the definition of Student Physical Health Records definition above. All student patient health care records shall remain confidential records. Student patient health care records may only be released to persons designated by the statute or with the informed consent of the patient. Any exception is granted for the purposes of storing or maintaining student patient health care records and access is necessary to comply with state or federal law.

DEFINITIONS

"Parent means parent, guardian or other individual as appointed by the court to act on behalf of a minor child.

"Adult student" means a student who has attained the age of 18 or is attending an institution of postsecondary education. For purposes of Board policy and related procedures, adult students have all the rights accorded to parents.

CONFIDENTIALITY

The Board recognizes the need for confidentiality of student records. Therefore, student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify releases of records without such prior approval. The building principal, or their designee, shall be responsible for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established procedures. Building principals are also responsible for annually training all persons collecting or using student records in confidentiality policy and procedures. Special education records and student patient health care records will be maintained at the office of the Director of Student Services. Certain portions of behavioral records (special education) may be maintained in a confidential file at the building site.

All student records maintained in the West De Pere School District shall be confidential with the following exceptions:

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

- a. A student, or the parent or guardian of a minor student, shall upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student, or the parent or guardian of a minor student, shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such student or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
- c. The judge of any court of this state or the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a student who is the subject of any proceeding in such court.
- d. Student records may be made available to persons employed by the district who are required by the Department of Public Instruction (DPI) to hold a certificate, license or permit and to other school district officials who have been determined by the school board to have legitimate educational interests.
- e. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portions of the student's behavioral records as determined by the person authorizing the release.
- f. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to the credibility or competency of a witness.
- g. The school board may provide the DPI or any public officer with any information required to be maintained under Chapters 115 to 121 of the statutes. The school board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions. Information reported shall be kept confidential by the DPI. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the multidisciplinary team under Chapter 115 of the statutes.
- h. Information from school health records shall be made available to state and local health officials to carry out immunization requirements.
- i. The district board of the VTAE district in which the school is located, the department of health and social services or a county department under section 46.215, 46.22, or 46.23 for verification of eligibility for public assistance shall, upon request, be provided by the school district clerk with the names of students who have withdrawn from school prior to graduation.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

- j. West De Pere Public Schools designate as directory data a student's name, address, telephone listing, 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, or video identifying students either individually or as part of a group for academic or co-curricular achievement, degree and awards received and the name of the school most recently previously attended by the student. This directory data shall be considered public information and may be released to appropriate persons and media unless parents or adult students refuse the release, in writing, of their own initiation. Refusal of such release must be made no later than two weeks after the opening of school or of enrolling in school in the case of those entering West De Pere Public Schools after the school year has started. This exception to the policy should be made known annually along with information relating to the opening of school.
- k. Any part of a student health care record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immune deficiency syndrome- AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.
- l. A school board may disclose personally identifiable information from an adult student's record to the student's parent(s) or guardian, without the adult student's written consent, if the adult student is a dependent of their parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
- m. A school board shall disclose a student's record in compliance with a court-ordered educational plan after making reasonable effort to notify the student's parent or guardian.
- n. A law enforcement agency, if the law enforcement agency certifies in writing that the student is under investigation for allegedly committing a criminal or delinquent act, shall, upon request, be shown and provided a copy of the student's attendance records.

The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at the school. All requests for inspection or transfer to another school or school district should be directed to the building principal, who will then determine whether inspection or transfer is permitted under this policy. The building principal or his qualified designee shall be present to interpret behavioral records when inspection is made.

PARENT ACCESS TO RECORDS

A parent, regardless of whether the parent has legal custody of the child, shall have access to a child's medical, dental and school records unless the parent had been denied access to such records as outlined by state law (e.g. denied periods of physical placement with the child, ordered by the court).

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

DISSEMINATION OF PUPIL RECORDS

The general public does not have access to individual student records. However, an adult student or parent or legal guardian of a minor student may have access to personal records, as stipulated by law. When a student record contains information about other students, access may only be granted to that portion of the record referring to the student at issue. If an adult student or parent or legal guardian of a minor student wishes to inspect such records, they should make a request to the principal of the school in which the student is enrolled for an appointment to review the records.

Procedure:

1. A written request to review the records must be made to the school, either by the parent or legal guardian or adult student.
2. A conference shall be set up as soon as possible; however, note that the federal law allows up to 45 days to comply.
3. The principal and/or designee shall be present at the conference to interpret the permanent record card and cumulative folder, and may call upon other specialists such as the school psychologist, and special education personnel, when records requiring their expertise are being reviewed.
4. A notation should be made and filed in the student's cumulative folder indicating the date of the record review conference and signed by all persons present.
5. In case of progress records, a review conference need not to be held.
6. If, after a review conference, a request is made for a copy of any or all behavioral or progress records, the parent or legal guardian or adult student shall be requested to sign a release of information form authorizing the release of the records.
7. Upon receipt of the signed release a copy of the requested record or records, shall be sent to the requesting party.

The National Defense Authorization Act for Fiscal Year 2021(PL116-283, section 521) and the Elementary and Secondary Education Act of 2002 contain provisions that require a district to:

- a. Give military recruiters the same access to secondary school students as provided to post secondary institutions or prospective employers; and
- b. Provide student's names, addresses, electronic mail addresses (email), and telephone listings to military recruiters when requested, unless a parent has opted out of providing such information.

MAINTENANCE AND DESTRUCTION OF RECORDS

While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the district, the records shall be transferred to that school.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

- a. The building principals shall have primary responsibility for maintaining the confidentiality of records in their building. Behavioral records shall be maintained at the building site, except for special education behavioral records and student patient health care records which shall be maintained at the Director of Student Services office. All records shall be maintained in secured files. Student patient records and police law enforcement officer records shall be maintained separately from a student's other records.
- b. Building principals shall provide upon request an updated list of staff by name and title that have access to student records.
- c. The District shall keep a record of parties obtaining access to special education records and student patient health records collected, maintained or used.
- d. A record of access shall be maintained in each student's records with the exception of the following:
 - The parent/guardian or adult student;
 - A licensed school official;
 - A party with written consent from the parent/guardian or adult student;
 - A party seeking directory data; or
 - A party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information is response to the subpoena not be disclosed.

This record shall include the name of the party, date access was given, and the purpose for which the party was authorized to use the record. A record of access shall be maintained in the event a student file is removed from the school office of records.

- e. The Director of Student Services shall be responsible for reviewing records of special education students. Information that is no longer needed to provide educational services to the special education student shall be destroyed after one month notification from the parents.

Records which are transferred to the central administrative office when the student ceases to be enrolled shall be maintained as follows:

- a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school unless the student (and his or her parent or guardian if the student is a minor) gives permission that the records may be maintained for a longer period of time. 118.125(3) does not specifically require the authorization of the parent or guardian of minor students to retain behavioral records longer than one year. However, this may be added in view of the general legal inability of minors to consent.
- b. Student progress records shall be filed and maintained permanently in the District.

SCHOOL DISTRICT OF WEST DE PERE
STUDENT RECORDS

5120 cont'd

- c. (Seven) years after the student ceases to be enrolled in the school system, all progress records, and all behavioral records not previously destroyed, will be maintained on microfilm.
- d. Student patient records and law enforcement officer records shall be maintained for the same period of time as other student behavior records.

ANNUAL PUBLIC NOTICE

Parents and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) the existence of the student records policy and procedures and where copies can be obtained; (c) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and (d) their right to file a complaint with the Family Policy and Regulations Office of the U.S. Department of Education. This notice shall be published annually in District student and/or parent handbooks, or disseminated through other appropriate means. Provisions shall be made to effectively notify parents when the parents' primary language is other than English.

When a student transfers into the District after the above notice has been given, the student and their parent(s) shall receive a copy of the notice.

TRANSFER FOR RECORDS

Student records relating to a specific student shall be transferred to another school district upon notice from an adult student or the parent or guardian of a minor student that the student intends to enroll in a school in another school district; from the other school district that the student has enrolled; or, from a court that legal custody of the student has been transferred to the Department of Health and Social Services for placement in a juvenile correctional facility. Records will be sent within five working days of receiving the written request.

LEGAL REFERENCE: Sections 48.96, 48.78 Wisconsin Statutes
 Sections 118.125-118.128 Wisconsin Statutes
 Sections 146.81-146.84 Wisconsin Statutes
 Chapter 19, Subchapter IV
 Family Educational Rights and Privacy Act

APPROVED: 12/17/74

REVISED: 7/18/84, 1/16/89, 8/15/91, 12/18/97, 9/21/00, 12/15/03, 5/11/10, 5/11/10, 3/18/15, 4/16/15, 6/16/2021

SCHOOL DISTRICT OF WEST DE PERE
POLICE-SCHOOL COMMUNICATIONS

5121

The school district strongly believes that interagency cooperation and communication has a positive impact on student growth. In recognition of this belief, the district encourages and supports the confidential exchange of information with juvenile justice and police agencies.

The exchange of information shall be in accordance with statutes. The exchange shall be verbal or hard copy, or electronic and the source of all information shall remain confidential.

LEGAL REFERENCE: Section 118.127, Wis Stat.
938.396, Wis Stat.

CROSS REFERENCE: 5145- Interviews by Law Officers

ADOPTED: 7/24/97

REVISED: 8/14/02, 10/21/02

REVIEWED: 2/7/03, 10/20/2021

SCHOOL DISTRICT OF WEST DE PERE
GRADING SYSTEMS-REPORTING TO PARENTS

5124

As the Board recognizes its responsibility to keep parents informed of academic progress, it shall be the policy of the School District of West De Pere to evaluate student achievement in grades Pre- Kindergarten through 12. The issuance of grades on a regular basis serves to:

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

Specific grading systems shall be developed for various grade levels by the administration and staff. Such systems, and changes thereto, shall be reviewed and approved by the Board of Education.

9-12 High School Weighted Grades Guidelines

A weighted grading system will be used in the high school. An additional 1.0 of grade points is added for a weighted course for grades of A through C- Grades of D+ and below are given “regular” course grade point equivalencies. Weighted courses are identified in the course description book / student agenda book.

The School District of West De Pere shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, religion, gender identity, sexual orientation, physical, mental, emotional or learning disability, homelessness, or by any other characteristic as protected under state or federal law.

LEGAL REFERENCE: Wisconsin Statutes, Section 118.125, 118.30

PI 9.03(1), Wisconsin Administrative Code

CROSS REFERENCE: 5117 - Student Nondiscrimination

ADOPTED: 3/21/72

REVISED: 9/21/89, 5/18/00, 11/15/11, 4/16/13, 3/30/2020, 5/21/2020

SCHOOL DISTRICT OF WEST DE PERE
WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

5125

Recognizing that scholarship and achievement is the mission of our schools, and that students deserve fair and equitable consideration for any state grants or awards, the Board of Education endorses fully student participation in all scholarship opportunities. The student must complete the student's senior year and have completed all three trimesters of his/her junior year at West De Pere High School to be considered for the Wisconsin Academic Excellence scholarship. The student must attend a State of Wisconsin school. Only grades earned on a high school campus while enrolled in grades 9-12 shall be used to calculate Grade Point Average.

The Board directs administration to develop equitable measures of student achievement consistent with state and/or institutional regulations. Scholarship ranking for those students who meet all state eligibility standards for the Academic Excellence Scholarship award will be based on the cumulative Grade Point Average as calculated at the conclusion of the student's second trimester of senior year using a weighted 4.0 grading scale. (Based on the state-required timeline for determining award recipients, GPA at the end of the second trimester of senior year must be used.)

Calculate as follows:

Under Wisconsin Administrative Code HEA 9.02 (1) "GPA" means "the cumulative grade point average, as it is normally determined by each high school." Under HEA 9.04 (3), "the scholar shall be selected based on the scholar's GPA as it is normally determined by each high school and as shown on the official transcript."

The tie breaking procedure after Grade Point Average is established as follows:

1st Consideration - highest composite score earned on an official ACT test

2nd Consideration - total number of high school credits enrolled and completed in
English - Math - Science - Social Studies - Foreign Language
9th through 12th grades

3rd Consideration - composite score on SAT Subject Test (Literature and
Mathematics)

Any additional criteria needed will be developed by the High School administration.

LEGAL REFERENCE: Wisconsin Statutes 39.41
DPI Administrative Rules

ADOPTED: 1/16/92

REVISED: 9/21/00, 6/21/04, 3/21/05, 10/16/06, 3/20/13, 2/18/15, 3/18/15,
5/17/2021

SCHOOL DISTRICT OF WEST DE PERE
WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

5126

Recognizing that scholarship and achievement is the mission of our schools, and that students deserve fair and equitable consideration for any state grants or awards, the Board of Education endorses full student participation in all scholarship opportunities. The student must complete the student's senior year and have completed all three trimesters of his/her junior year at West De Pere High School to be considered for the Wisconsin Technical Excellence Scholarship. The student must attend a State of Wisconsin technical college.

The Board directs administration to develop equitable measures of student achievement consistent with state and/or institutional regulations. Scholarship ranking for those students who meet all state eligibility requirements for the Technical Excellence Scholarship award will be based on the following criteria, which have been approved by the HEAB (Higher Educational Aids Board).

Calculate as follows:

- (A) Apply to a Wisconsin Technical College by February 21 of the current school year and have requested a transcript be sent to that college through Parchment by February 21.
- (B) Grade Point Average (GPA) of 2.5 or higher after 11 trimesters.
- (C) One (1) point given for:
 - 1. Each CTE Course taken
 - 2. Participation in each CTE organization
 - 3. Participation in an apprenticeship program
 - 4. Earning a CTE certification as determined by Department of Public Instruction (DPI)

Tiebreaker Criteria:

- 1. One (1) point for each leadership role in a CTE organization
- 2. Cumulative CTE GPA (11 trimesters)

Any additional criteria needed will be developed by the high school administration.

LEGAL REFERENCE: Wisconsin Statute 39.41
DPI Administrative Rules

ADOPTED: 3/18/15, 5/17/2021

SCHOOL DISTRICT OF WEST DE PERE
GRADUATION REQUIREMENTS

5127

I. CREDIT REQUIREMENTS:

- A. The high school graduation requirement is 26 credits. All courses, required or elective, can be used to meet the credit requirements. A student will only be granted credit for courses in which the student satisfactorily completes the course requirements.
1. Credit- One credit will be earned for successful completion of a course that meets for two trimesters. One-half credit will be given for courses that meet for one trimester.
 2. Required Subjects- Courses that the Wisconsin Department of Public Instruction or our local school board requires for graduation.
 - a. 1 ½ credits of Physical Education- The recommended sequence is ½ credit during freshman, sophomore, and junior years. Medical waivers exempting certain physical activities must receive administrative and counselor approval, and will be handled on a case-by-case basis in determining alternative activities.
 - b. 3 credits of Mathematics- Students are required to attain three mathematics credits during their high school career, with students successfully completing a sequence of courses through Math 2.
 - c. 4 credits of Language Arts- One credit in English is required during the freshman, sophomore, junior and senior years.
 - d. 3 credits of Science- Three credits of science are required. Biology is required during either freshman or sophomore year. One credit of a physical science and one credit of science electives are also required.
 - e. ½ credit of Health- ½ credit is required.
 - f. 3 credits of Social Studies- One credit in social studies is required during the freshman and sophomore years. One additional credit is required in junior or senior year.
 - g. ½ credit of Personal Financial Literacy
½ credit of Personal Financial Literacy is required during the junior or senior year (Beginning with the graduating class of 2028)
 3. Elective subjects credit requirement is 10.5
- B. Class Load- Minimum class load for all students is 6.5 credits in each school year.

II. EXCEPTIONS TO GRADUATION REQUIREMENTS

- A. Students in good standing and transferring into the school system from other private or public schools will need to meet the requirements for graduation from West De Pere High School. Transfer students to West De Pere must meet the basic core course requirements

SCHOOL DISTRICT OF WEST DE PERE
GRADUATION REQUIREMENTS

5127 cont'd

as established by the West De Pere Board of Education. West De Pere will consider the number of years and credit requirements from the previous school (s) to establish needed graduation credits. Total credits needed to earn a West De Pere High School diploma can be figured by adding the minimum yearly credit requirements of each school plus 6.5 Credits for each year attending West De Pere High School. The school board reserves the right to make exceptions when deemed necessary to better serve the transfer students.

- B. Credits toward graduation may be granted for “out of school” programs such as school-approved courses, and courses taken at colleges, universities and technical colleges. The request for credit, along with supporting information for this credit consideration, will be screened by at least three professional staff members, two of whom will be the high school principal and counselor. Students participating in such programs will have grades and name of credit granting institution recorded on student transcript. Grades will not be factored into overall GPA. Their decision will be final. In arriving at their decision, the Screening Committee will consider such things as:
1. Correlation of the credit requested to the regular school program
 2. Length of time in hours of the program
 3. Certification of program teachers
 4. The pupils program progress records
 5. The pupils program attendance records
 6. Recommendations of the program staff
 7. Challenge of the program in terms of the student’s ability
 8. Any other factors that the committee may deem pertinent
- C. Students who have demonstrated advanced competence in programs may be afforded accelerated placement. High School credit will only be granted for courses successfully completed. In accordance with this policy, the administration is directed to devise and submit administrative rules regarding such accelerated placement for Board approval.
- D. Alternative programs will be authorized by the administration to meet the needs of special students (e.g., at risk, special education in and out of district placements (Syble Hopp), 504). These students will complete the same general credit requirements as the other students in their graduating class, but their programs may include a combination of regular and/or specially designed courses based on each student’s educational plan.
- E. Wisconsin veterans who left school to join the military during a wartime period may be granted a diploma consistent with criteria established in Wisconsin Statutes Chapter 120.13 (37). The district administrator shall determine whether a person requesting a diploma under this policy has satisfied the criteria outlined in s. 120.13 (37) and may adopt procedures needed to make that determination. The Board will consider a request

SCHOOL DISTRICT OF WEST DE PERE
GRADUATION REQUIREMENTS

5127 cont'd

for a diploma under this exemption from any person who has been determined by the district administrator to have satisfied the criteria. Veterans requesting a diploma under this exception shall submit information to be used to determine whether they meet the criteria as specified in s. 120.13 (37). Such person also may, and is encouraged to, submit any other information relating to the person's academic performance and community service in the District or elsewhere that may aid the district administrator and Board in considering the person's request.

III. GRADUATION EXERCISES AND DIPLOMAS

- A. Marching in the graduation ceremony is a privilege, not a right. Only those students who have successfully completed the graduation requirements and meet *minimum expectations of behavior and deportment* may participate in the graduation ceremony. Therefore, the high school administration has the right to deny participation in the graduation ceremony for any student who does not meet these academic and behavioral expectations.
- B. Students meeting the requirements for graduation at the end of the second trimester of their senior year may, upon formal written request from their parents or guardian or themselves, if adults, be graduated at that time. Formal graduation ceremonies will be held only in the spring.
- C. Students completing graduation requirements after the end of the second trimester will be considered a graduate of that spring's class.
- D. Students not graduating with their class, but who complete academic deficiencies before the first day of the next school year, may be awarded a diploma dated the previous spring.
- E. Students having unpaid fees, fines, etc, and/or unreturned uniforms, supplies, or equipment may not participate in the graduation ceremony until such obligations are met to the satisfaction of the High School Principal.

LEGAL REFERENCE: Section 118.33, Wis. Statutes
Chapter 120.13 (37), Wis. Statutes
Wis. Dept. of Public Instruction Administrative Rules

CROSS REFERENCE: School, Student Handbooks, Administrative Rules

APPROVED: 3/11/69

REVISED: 9/19/74, 7/16/86, 1/16/89, 4/26/90, 11/5/92, 8/18/94, 3/14/11, 11/15/01, 11/17/03, 4/19/04, 1/9/06, 10/16/06, 8/21/12, 12/18/13, 1/15/14, 12/16/15, 1/13/16, 3/30/2020, 5/21/2020, 7/14/2021, 3/13/2024

ACADEMIC INTEGRITY

The School District of West De Pere values honesty and expects integrity in the District's students. Violating academic honesty erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student is judged solely on their merits, the District prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in all its forms.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results from an artificial intelligence platform as one's own;
- D. Downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others;
- L. intentionally accessing another's work for the purpose of presenting it as one's own;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.;
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

Faculty and Administration have the responsibility for monitoring students' work for compliance with this policy.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child. Repeated violations of this policy may result in additional consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the Superintendent or designee whose decision shall be final.

SCHOOL DISTRICT OF WEST DE PERE
ACADEMIC INTEGRITY

5128 cont'd

A summary of this policy shall be included in the Student Handbook and the Employee Handbook.

LEGAL REFERENCE: Section 118.01, 118.164, 120.12, Wisconsin Statutes

CROSS REFERENCES: 5129 - Personal Electronic Device Policy
Student/Parent Handbooks
Staff Handbooks/Agreements

ADOPTED: 2/12/2024

SCHOOL DISTRICT OF WEST DE PERE
PERSONAL ELECTRONIC DEVICE POLICY

5129

The School District of West De Pere recognizes the value technology devices add to the educational experience of students as well as aid in improving communication with parents. Therefore, the use of personally-owned wireless electronic devices are permitted for students.

Such possession or use of the electronic devices may not, in any way,

1. Disrupt the educational process in the school district
2. Endanger the health or safety of the student or anyone else
3. Invade the rights of others at school
4. Involve illegal or prohibited conduct of any kind

Students shall not be allowed personal use during class time unless permission is granted by the teacher.

In addition to the guidelines outlined in this policy, the Acceptable Use Policy (AUP) of the School District of West De Pere applies to personal devices that are brought to school. These guidelines are in effect while the student is on school premises. School premises include any place which is owned, rented, or under the control of the School District of West De Pere. Possession or use of any electronic devices by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy.

Access and Appropriate Use

Electronic recording devices are prohibited from use and display while in district facilities or while in attendance at district sponsored activities in places where others have a reasonable expectation of privacy to include, but not limited to, locker rooms, shower rooms, restrooms.

Personal electronic devices will have access to our guest wireless network for educational purposes only. Bypassing or attempting to bypass this network through proxies, cellular network cards, tethering, etc. is not allowed.

Technical support will not be provided for personal devices. The student must take full responsibility for setting up and maintaining the device. Students are responsible for ensuring their electronic devices have virus protection and are free of any viruses or other files that may affect the district network.

Safety and Security

Students who bring in electronic wireless devices do so at their own risk. The School District of West De Pere shall not be responsible for the safety, security, loss, or damage of personal electronic devices that students choose to bring to school. Investigation by school officials of loss, theft or damage will be minimal unless it can be established that the student adequately secured the device, such as keeping it in a locked locker.

SCHOOL DISTRICT OF WEST DE PERE
PERSONAL WIRELESS ELECTRONIC DEVICE POLICY

5129 cont'd

The School District of West De Pere does not provide personal property insurance for any personally owned wireless communication devices. Such insurance can be obtained by an independent carrier.

Consequences of Inappropriate Use

Loss of access to personal electronic devices can occur if the district becomes concerned about its inappropriate use. Examples of District concerns include safety, potential for disruption to educational processes, and security issues.

Permission for use of an electronic device is allowed after the Acceptable Use Policy agreement is signed by the student and a parent/guardian.

LEGAL REFERENCE: Wisconsin Statutes Section 118.258, Wisconsin Statutes Section 120.13

Wisconsin Statutes Sections 942.09, 943.70, 995.50, 175.22

CROSS REFERENCE: 5130-Electronic Devices

6130-Use of the Computer Network and the Internet

6131-Computer Network and Internet Use

6131(R)-Guidelines for Using WOP Computer Network and Internet

6131(E2)-Acceptable Use Permission and Release Agreement

ADOPTED: 12/19/12

REVISED: 1/16/13, 2/20/13, 8/18/2021

SCHOOL DISTRICT OF WEST DE PERE
ELECTRONIC DEVICES

5130

It is the policy of the School District of West De Pere that students who possess an electronic device during the school day will be required to keep the device off if the administration has determined that the device has become a disruption in the school setting.

Electronic recording devices are prohibited from use and display while in district facilities or while in attendance at district sponsored activities in places where others have a reasonable expectation of privacy to include, but not limited to, locker rooms, shower rooms, restrooms.

If a device is confiscated for disruptive use, it will be held by school officials for return to the parent(s)/ guardian(s) of the student, retained for disciplinary reasons, or turned over to law enforcement officers. Students will be disciplined in accordance with procedures specified in relevant district policies, school handbooks, and State and Federal Statutes.

Use or possession of an electronic device is allowed if the school board or its designee determines that the device is used or possessed for medical, school, educational, vocational, or other legitimate use.

Students violating this policy may be subject to suspension, expulsion, or other penalties. Students shall be informed of this policy through publication in the student handbook.

LEGAL REFERENCE: Wisconsin Statutes Section 118.258, Wisconsin Statutes Section 120.13, Wisconsin Statutes Section 175.22 Wisconsin Statutes Section 942.09, Wisconsin Statutes Section 943.70, Wisconsin Statutes Section 995.50

CROSS REFERENCE: 5129 - Personal Electronic Device Policy
5131.6 & (R) - Controlled Substances Handbooks

ADOPTED: 4/26/90

REVISED: 3/14/00, 4/9/04, 7/19/04, 12/19/12, 1/16/13, 2/20/13, 8/18/2021

SCHOOL DISTRICT OF WEST DE PERE
CONTROLLED SUBSTANCES

5131.6

This policy applies to all students, K-12 of the West De Pere Schools. The procedures outlined below are to be applied cumulatively.

Any students using, attending school or any school related activity after using, in the possession of, or under the influence of controlled substances or intoxicants, or a substance which is represented as a drug or intoxicant, or in possession of related drug paraphernalia at any time (24 hours per day - 365 days per year) on school premises or at a school related activity shall automatically be subject to the following:

1. First Violation

Any K-12 student found to be in violation of this policy for the first time in the West De Pere Schools will receive an automatic five (5) day out-of-school suspension. In addition, the student and/or parents/guardian will be required to seek counseling and provide written evidence of this counseling to the building administrator within one month of the first day of suspension. The counselor is to be acceptable to the student and/or parents/guardian and administrator.

2. Second Violation

Any K-12 student found to be in violation of this policy for the second time shall be suspended according to state statutes until abeyance is complete or recommended for expulsion a minimum of ninety (90) school days. The Board may consider granting early re-admittance should counseling, as specified below, occur.

The student and/or parents/guardian will be requested to seek additional counseling and provide written evidence of this counseling to the building administrator prior to the conclusion of the period for which the student is expelled. Counseling will take place with a professional (non-school) who specializes in counseling students who use and abuse drugs. The counselor is to be acceptable to student and/or parents/guardian and administrator.

3. Third Violation

The student will be recommended for a minimum one calendar year expulsion from the West De Pere Schools. The student will be suspended according to state statutes until abeyance or expulsion is complete. The Board may consider granting early readmittance should counseling, as specified below, occur.

The student and/or parents/guardian will be requested to seek additional counseling and provide written evidence of this counseling to the building administrator prior to the conclusion of the period for which the student is expelled. Counseling will take place with a professional (non-school) who specializes in counseling students who use and abuse drugs. The counselor is to be acceptable to student and/or parents/guardian and administrator.

SCHOOL DISTRICT OF WEST DE PERE
CONTROLLED SUBSTANCES

5131.6 cont'd

Irrespective of the procedures set forth in herein, any student found to be distributing, selling, giving away, or possessing with the intention of distributing, selling, or giving away of controlled substances or intoxicants, or a substance which is represented as a drug or intoxicant, or inhaling or ingesting of a substance which is represented as a drug or intoxicant, or inhaling or ingesting of a substance for other than the prescribed or intended use, or paraphernalia on school premises or while participating in or attending any school related activity, will be subject to abeyance or expulsion for endangering the health, safety, and welfare of others pursuant to Wisconsin Statutes 120.13(1)(c). Wisconsin laws shall control when determining intent.

Operational Procedures

1. The local police agents will be requested to prosecute all violations.
2. Any student who elects to enroll in any non-public education during the period of time affected by these rules and then chooses to re-enroll in the West De Pere Public Schools will be enrolled only upon completion of the suspension or expulsion period.
3. Any student who owns or operates a vehicle for attendance at school or school-related activities must accept responsibility for the behavior of others who use that vehicle on school premises. This responsibility subjects the owner or operator student to full ramifications of this policy.
4. Any student who has been expelled in accordance with three (3) above under the provisions set forth in this policy may request re-entry into the West De Pere Public School system after one year of expulsion. The re-entry process must be initiated administratively with the building principal through the superintendent and culminating with the Board of Education.
5. If re-entry is approved, it will be understood that any subsequent offense will result in immediate recommendation for expulsion or reinstatement of the existing expulsion order at the discretion of administration.
6. The superintendent shall provide for the development of administrative rules relating to this policy to include all relevant definitions.

Cooperation with administration and authorities regarding information leading/pertaining to keeping the schools drug free may lead to a deferral of expulsion as determined by administration.

In the case that any K-12 student found to be in violation of this policy for the first time (including distributing, selling, giving away, or possessing with the intention of distributing, selling, or giving away of a controlled substance or intoxicant, or a substance which is represented as a drug or intoxicant, or inhaling or ingesting of a substance for other than the prescribed or intended use, or paraphernalia on school premises or while participating in or attending any school related activity or using, attending school or any school related activity after using, in the possession of, or under the influence of controlled substance or intoxicant, or a substance which is represented as a drug or intoxicant, or in possession of related drug paraphernalia at any time (24 hours per day- 365 days per year) on school premises or at a school related activity) in West De Pere Schools that cooperates with the administration and authorities

SCHOOL DISTRICT OF WEST DE PERE
CONTROLLED SUBSTANCES

5131.6 cont'd

by providing information that leads to the source/supplier of such substance may be subject to the following in lieu of an expulsion hearing at the discretion of administration.

1. Will receive an automatic five (5) day suspension.
2. May be placed on probation for one (1) calendar year during which the student will:
 - Meet with the principal/designee weekly for the length of the probation.
 - Keep a journal on this issue.
 - Will not further violate school/district rules and regulations.
3. Will seek AODA assessment and show verification to the principal within one (1) month of the incident.

Administration maintains discretion to implement this section of policy. If any K-12 student fails to fulfill the above terms or violates this policy again, they will automatically be recommended for expulsion as stated previously in this policy.

CROSS REFERENCE: 1336 Drug-Free Schools
5144.1 Suspension-Expulsion

ADOPTED: 2/8/71

REVISED: 8/19/81, 8/17/83, 1/15/87

REVIEWED: 10/5/89

REVISED: 7/24/97, 3/21/02, 9/15/03, 10/16/06

REVIEWED: 5/11, 4/14, 3/18, 2/27/2022

SCHOOL DISTRICT OF WEST DE PERE **5131.6 (R)**
CONTROLLED SUBSTANCES RULES, REGULATIONS & PROCEDURES

This policy has been designed to assist personnel in their attempt to safeguard all students and to actively help those students who are involved in the abuse of controlled substances. This policy will be applied to those situations clearly in violation of its contents.

It is essential that everyone understands and applies this policy consistently, humanely and uniformly.

The following guidelines are observed:

1. All students/parents must be notified in writing of the Board policy and the seriousness of its intent at the opening of each school year. All students should receive a student handbook containing this policy within the first month of school or upon enrollment during the school year.
2. All violations of this policy will be reported to the appropriate building principal who will in turn notify the superintendent and any other appropriate authorities.
3. All documentation of violations must be in writing and available for filing in the student's behavioral folder. This information will remain in the folder until graduation from high school.
4. All related evidence will be tagged and placed in a secure place and held until the appropriate steps have been taken to document the evidence and/or a hearing has been held.

Administrative Procedures

- I. Procedure to be followed when dealing with a student who has violated the policy for the first time.
 - A. The student should be brought to the appropriate office (place) and questioned about the matter.
 1. When appropriate, conduct a personal search (use no force). This includes use of breath test instruments to determine whether or not alcohol has been consumed. If necessary, obtain parental or police assistance.
 2. When appropriate, advise the student that you will inspect the student's locker. There should be at least two (2) staff members present when the locker is inspected.
 3. Arrange for a parent conference upon the completion of all documentation.
 4. During the parent conference, the following information and materials will be covered:
 - a. The parent or guardian will be informed of the suspension period.
 - b. The parent or guardian will be informed of what is required to enable the student to re-enter school.
 - c. The parent or guardian will be provided with a copy of the Board policy with special emphasis to the consequences of the second offense.

SCHOOL DISTRICT OF WEST DE PERE 5131.6 (R) cont'd
CONTROLLED SUBSTANCES RULES, REGULATIONS & PROCEDURES

5. When a parent cannot be reached:
 - a. Do not allow the student to attend classes.
 - b. Continue efforts to contact parents or emergency contact persons.
- II. Procedure to be followed when dealing with a student who has violated the policy for the second time.
 - A. Follow the same procedure used for the first violation and the addition of the following:
 1. Inform the student and parent of the expulsion procedure which will be applied at this point.
 2. Inform the student and parent of the possible loss of credits.
- III. Procedure to be followed when dealing with a student who has violated the policy for the third time.
 - A. Follow the same procedure under offense number two with these exceptions:
 1. The parent will be informed of the re-entry process which may be applied for after the student is away from school for a minimum of one year.
 2. Inform parent that while counseling is not required, however, it is strongly recommended. A written assessment report indicating the completion of a series of counseling sessions accompanied by a favorable recommendation of the counselor(s) would be seriously considered in making a decision on the student's readmittance to school.
- IV. Procedure to be followed when dealing with a student who has violated the policy for the first time and is working cooperatively with school authorities will be the same procedure as stated in I. of this policy.

DEFINITION OF TERMS

- Dealer: Any student found to be distributing, selling, giving away or possessing with the intent of any of the above, any illegal drugs, intoxicants, or paraphernalia. Wisconsin Statutes shall control when determining intent.
- Expulsion: As defined in the State Statute 120.13.
- Paraphernalia: The term "drug paraphernalia" means all equipment, products and materials of any kind which are used, intended for use or designed for use, in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.
- Suspension: As defined in the State Statute 120.13

ADOPTED: 7/97

REVIEWED: 3/02

REVISED: 9/03, 10/06, 4/07, 5/11

REVIEWED: 4/14, 3/18, 3/2020, 2/2022

SCHOOL DISTRICT OF WEST DE PERE
STUDENT DRESS

5132

The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. The Board retains the right to regulate such dress or grooming that constitutes a health problem, a physical danger to any person, causes a disturbance or distraction, or promotes anti-social behavior, or is disparaging or demeaning to others such as racial, religious, sexist, or ethnic epithets, vulgarity or advocating pain, death, suicide or use of drugs or alcohol. The Board also retains the right to regulate the dress and grooming of all students representing the school at co-curricular activities. The Board authorizes administration to make judgements for the health, safety, and welfare of all stakeholders.

CROSS REFERENCE: Handbooks

ADOPTED: 1/12/71

REVISED: 1/18/90, 3/14/00, 2/21/02, 2/16/04, 4/19/04

REVIEWED: 10/20/2021

SCHOOL DISTRICT OF WEST DE PERE
WEAPONS

5135

It shall be the policy of the West De Pere Board of Education to vigorously maintain both federal and state laws regarding dangerous weapons and school programs and facilities.

No person shall unlawfully possess nor use a dangerous weapon or its facsimile on school premises, school buses or at any school-related activity. This policy applies to students, employees, volunteers, and the general public.

If any district personnel suspect or observe a person to be in possession of a dangerous weapon, they should exercise careful judgment and extreme caution to determine whether that person will voluntarily surrender the weapon to school personnel. If in the judgment of school personnel cooperation in surrendering the weapon is not evident, the individual should be kept under surveillance until law enforcement personnel arrive and disarm the suspect. Safety should be a prime concern when observing or intervening in the situation.

Any person violating this board policy on weapons shall be referred to law enforcement officials for possible prosecution for violation of state and/or federal laws and municipality ordinances within the district. Any person violating the policy to include use of an object designed for other purposes to inflict bodily harm and/or to intimidate shall be subject to suspension, notification of appropriate law enforcement agencies for possible prosecution for violation of state and/or federal laws and De Pere city ordinances, and possible recommendation for expulsion.

As per state and federal requirements, any student possessing a firearm on school premises or at school activities shall be subject to expulsion proceedings and will be expelled for not less than one year. Employees violating the policy will be subject to disciplinary sanctions up to and including termination of employment in accordance with the current employee agreement or other procedures established by the school board.

The administration is directed to serve notice of this policy via handbooks, newsletters, or other means deemed appropriate so as to establish strongly among the students, staff, and community that violence will not be tolerated.

LEGAL REFERENCE: Wisconsin Statute 120.13
Wisconsin Statute 939.22
Wisconsin Statute 941
Wisconsin Statute 948.605 (Gun Free School Zone Act)
Wisconsin Statute 948.61

CROSS REFERENCE: Student and Employee Handbooks

ADOPTED: 08/15/91

REVISED: 02/18/97, 3/15/04, 7/19/04, 8/16/05, 8/20/13, 1/16/2023

SCHOOL DISTRICT OF WEST DE PERE
EXPLOSIVE DEVICES/THREATS OF EXPLOSION

5138

No student shall possess, distribute, fire, or explode any firecracker, bomb, or other explosive device on school property, on a school bus, or at school sponsored activities. This prohibition also applies to any other objects that might endanger the welfare of the students or others.

In addition to being disciplined for possession of such devices, any student making a threat regarding such devices will be disciplined. Students violating this policy shall be aggressively disciplined and consequences shall include reporting individuals to the proper authorities for criminal prosecution and restitution. Other penalties may include suspension or expulsion.

CROSS REFERENCE: 6114- Crisis Policy
ADOPTED: 11/16/95
REVISED: 2/18/99
REVIEWED: 5/17/2021

SCHOOL DISTRICT OF WEST DE PERE
DISCIPLINE

5144

Discipline in the school is extremely important to the school program. Without discipline the school cannot discharge its responsibilities in the development of citizenship and the students cannot realize their greatest opportunities for growth. In maintaining discipline, school-staff must be able to proceed with the assurance that support will be forthcoming from the administration and the Board of Education.

The following guidelines to discipline are recommended:

1. Discipline is meant to be positive rather than negative in nature; corrective rather than punitive. It consists of keeping students interested and busy doing something constructive rather than punishing them for anti-social behavior.
2. Discipline is always fair, dignified, and in the best interest of the child. Corporal punishment will not be allowed.
3. Conferences with teachers, principals, and parents should be effectively employed to bring about acceptable classroom behavior.

CROSS REFERENCE: 6150- Code of Classroom Conduct
Handbooks

LEGAL REFERENCE: Sect. 118.31, Wisconsin Statutes
Sect. 118.164, Wisconsin Statutes

ADOPTED: 4/18/72

REVIEWED: 10/5/89, 9/92

REVISED: 5/18/00

REVIEWED: 3/04

REVISED: 10/20/2021, 12/14/2022

SUSPENSION - EXPULSION

It is the policy of the School District of West De Pere to maintain the highest standards of safety and orderliness within our schools and among our student body and activities.

In recognition of this policy, the administration and staff is directed to establish appropriate disciplinary guidelines and consequences. Principals shall communicate disciplinary expectations to all staff, students, parents and throughout the community in recognition of the high expectations in this regard.

Accordingly, the Board of Education supports suspension, abeyance, and expulsion as appropriate consequences for shaping student behavior.

If it becomes necessary to suspend or expel a pupil from school, procedures as specified in sec. 120.13(1), Wisconsin Statutes, will be followed. Referrals for expulsion shall be made to the School District of West De Pere's Director of Student Services. In some instances the Director of Student Services, along with the building administration, may consider abeyance of expulsion. If the recommendation of the Director of Student Services and building administration is to proceed with expulsion, the School District's Expulsion Hearing Officer will work with the building administration to coordinate the expulsion process. If expelled, the student shall receive no credits toward graduation or be promoted for the duration of expulsion. In situations where school is not in session because of inclement weather or other reasons and a student is on suspension, the suspension will be extended by an equal number of days when school is in session. The expelled student and/or parent(s)/guardian(s) may appeal the Expulsion Hearing Officer's decision to the Board of Education.

Children with exceptional educational needs will also be suspended or expelled under this policy providing such suspensions or expulsions meet the parameters of statute and state/federal administrative rules. In some instances the Director of Student Services, along with the building administration, may consider abeyance of expulsion. Administration and staff are directed to adhere to such parameters prudently so as to ensure that both the appropriate disciplinary environment and individual student rights are maintained.

LEGAL REFERENCE: Wisconsin Statutes 120.13

ADOPTED: 10/23/79

Reviewed: 10/5/89, 9/92

REVISED: 02/18/97, 7/17/00, 3/21/02, 5/17/04, 9/18/06

READOPTED: 10/16/06

SCHOOL DISTRICT OF WEST DE PERE
ABEYANCE PROCEDURES AND PROGRAM DESIGN

5144.2

Description of Procedures

The following procedures may be used, at the discretion of the administration, for students who have committed an expellable offense, but have not yet appeared before the School District of West De Pere Expulsion Hearing Officer at an expulsion hearing:

1. The building administrators, student, and parents will meet with the Director of Student Services to discuss alternatives to expulsion. The parents and the student are offered the option of making a voluntary commitment to an alternative educational program for an unspecified amount of time.
2. A contract is developed which outlines the specific requirements for reentry to a regular school setting.
3. If the parent/student does not select this option, the referral for expulsion is submitted to the School District of West De Pere Expulsion Hearing Officer. The School District retains the option of proceeding to expulsion at any time. (For example, if the student's behaviors are of such nature that the student poses a significant threat to students and/or staff, an expulsion hearing may be necessary.
4. Educational services are provided to the student at a location that is outside of the regular school building. A review of the student's progress will be conducted by the Director of Student Services each grading period. The student may also receive additional services from a community agency (e.g., AODA Counseling, CHOICES Program).

If the student demonstrates sufficient progress and meets all of the requirements in the voluntary agreement, a meeting will be scheduled with the building administration from the home school. If the building administration from the home school, counseling staff, community agency staff (if applicable), and the Director of Student Services are satisfied with the progress demonstrated by the student, a recommendation for re-entry to the regular school setting will be made.

If the student fails to attend or fails to make adequate progress over two consecutive grading periods, the Director of Student Services may recommend an expulsion hearing with the School District of West De Pere Hearing Officer or Board of Education. The expelled student and/or parent(s)/guardian(s) may appeal the Hearing Officer's decision to the Board of Education.

Student Assessment and Program Planning

Students considered for this program will be students who meet the entrance criteria. The following are the entrance procedures.

1. The referral for expulsion packet (and expulsion order if applicable) will be reviewed. The packet contains a record of the incident(s) leading to the referral for expulsion, a behavioral history, attending records, transcripts, and grade reports.
2. The school file will be reviewed for a description of previous school and community interventions.
3. A meeting will be held involving the student, parents, building administrator from the home school, counseling staff, and Director of Student Services. At the meeting, the student and parents will be given guidelines/expectations of the program. This will include an outline of student and parent involvement and commitment.

SCHOOL DISTRICT OF WEST DE PERE 5144.2 cont'd
ABEYANCE PROCEDURES AND PROGRAM DESIGN

4. Once the student and the parents commit to the expectations, an individual student plan will be written. The plan will provide direction for the student's program as well as establish the exit criteria for the student.
5. Student assessment tools may include but are not limited to progress reports, class work, attendance records, formal assessment instruments, etc.

Method

Each student's plan will be developed to meet the student's individual needs. All plans will include four areas of focus: academic, affective, vocational, and behavioral. The plan will be driven by the information obtained from the assessments listed in the previous section.

The student day will be determined on a case by case basis.

Transportation

Transportation will be provided by the student/parent at student/parent expense.

SCHOOL DISTRICT OF WEST DE PERE **5144.2 cont'd**
ABEYANCE PROCEDURES AND PROGRAM DESIGN

REFERRAL FOR EXPULSION

School: _____ Grade: _____
Student: _____ Date of Birth: _____
Parent/Guardian: _____ Ethnicity: _____
Address: _____ Phone: _____

Does the student have a disability? Yes No

If Yes, which disability? _____

If Yes, was a manifestation determination meeting held? Yes No

Does the student **OR** family require an interpreter? **Student** Yes No **Family** Yes No

Was the Police Liaison notified? Yes No

What policy violation was committed? Be specific in describing what occurred.

Please indicate the following documentation with this referral. Documentation should be consistent with all relevant supporting information provided.

- 1. Narration of investigation including data on what, where, when the incident occurred, and with what consequences. Include information from witnesses. (May include an independent police report).
- 2. Cover letter from principal
- 3. Parent/Guardian notice of student suspension.
- 4. If prior violation, include documentation as outlined in #1.
- 5. Student statement (unless student refuses)
- 6. In reverse chronology, previous behavior violations and documents as in #1.
- 7. Attendance report
- 8. Transcript/credit status
- 9. Current grades/progress
- 10. For a student with a disability, attach a copy of the manifestation determination meeting report.

**SUBMIT PACKET WITHIN ONE(1) DAY AFTER THE SUSPENSION HAS BEEN INITIATED OF
AN EXPELLABLE VIOLATION OR MANIFESTATION DETERMINATION**

Principal's Signature: _____ **Date:** _____

SCHOOL DISTRICT OF WEST DE PERE **5144.2 cont'd**
ABEYANCE PROCEDURES AND PROGRAM DESIGN

**VOLUNTARY AGREEMENT OF STUDENT AND
THE SCHOOL DISTRICT OF WEST DE PERE**

WHEREAS, pursuant to Wisconsin Statutes §120.13(1)(c), an expulsion hearing has been scheduled to proceed before the School District of West De Pere Expulsion Hearing Officer to consider the District Administration's recommendation that _____ be expelled from the West De Pere Schools; and,

WHEREAS, the Administration has met with the student and parent(s) in an effort to resolve this matter; and,

WHEREAS, a mutually agreeable solution has been reached between the District, the student, and the student's parent(s)/guardian(s);

NOW THEREFORE, the School District of West De Pere, the student, _____ and the parent(s)/guardian(s); _____, hereby agree as follows:

1. The student will secure counseling from an outside agency, with focus on problems (SPECIFIC AREAS IDENTIFIED HERE). A copy of the progress reports shall be provided to the Director of Student Services. The District will assist the family in securing appropriate services.
2. The student follows all recommendations of the counseling. A release of information will be signed by the student and parent(s) so information can be exchanged between the District and the providing agency.
3. The student participates on a regular basis and demonstrates consistent progress in the program provided by the School District of West De Pere. (Please see attached individual student plan.)
4. It is understood that the student will not be allowed to enter the premises of any School District building or grounds for any school related functions or activities during the time period in which this agreement is in force unless specifically permitted by the administration.

If the student follows the steps outlined above, the School District of West De Pere will hold in abeyance any current proceedings for expulsion.

The Administration may recommend that the District proceed to an expulsion hearing if either of the following conditions apply:

1. The student does not participate in the educational services offered by the District, fails to follow the requirements outlined above, or fails to demonstrate adequate progress over two consecutive grading periods.

SCHOOL DISTRICT OF WEST DE PERE
ABEYANCE PROCEDURES AND PROGRAM DESIGN

5144.2 cont'd

2. The student commits expellable offenses while enrolled under the abeyance order, **(All district policies outlined in the Student Handbook apply while the student is under the abeyance order.)**

The student will be considered for return to a School District of West De Pere school when consistent and adequate progress has been demonstrated over a period of time. Progress will be reviewed on a monthly basis.

In executing this agreement, _____ and parent(s) _____, acknowledge that they have had the opportunity to consider the terms of this agreement, and have had the opportunity to review it with a representative of their choice.

Dated this _____ day of _____, _____.

Student

Parent(s)/Guardian(s)

Principal or Associate Principal

School Counselor

Director of Student Services

SCHOOL DISTRICT OF WEST DE PERE **5144.2 cont'd**
ABEYANCE PROCEDURES AND PROGRAM DESIGN

INDIVIDUAL SERVICE PLAN

Student Needs/Present Level of Performance:

Student Goals:

Action Plan:

Action	Projected Date of Completion	Person(s) Responsible:

ADOPTED: 10/16/06

SCHOOL DISTRICT OF WEST DE PERE
INTERVIEWS BY LAW OFFICERS

5145

The Board instructs the Superintendent to formulate regulations regarding the interviewing and removal of students from school during school hours by law enforcement officers. Such regulations shall endeavor to protect the rights of students and parents.

The following shall be observed regarding interviews between students and law enforcement officials:

- 1) The nature of the investigation must, in the administrators' judgment, be timely and justify the loss of class time.
- 2) The liaison officer, when conducting an investigation in school that involves a student, shall notify the school officials and the parents or guardian of that student as per police department and district policy as soon as reasonably possible if the student is interviewed or interrogated.
- 3) It is preferred that the interviewing officer be in plain clothes and the prearranged meeting as approved by the liaison officer and/or building principal be held in a discrete manner and place.
- 4) A principal or other designated school personnel may be present during the interview.

In the event of specific unlawful activities and/or presentation of warrants, law enforcement officials are not necessarily required to follow the procedures above. In these cases, administration activities shall endeavor to protect the rights of students and parents, as well as the student body and faculty as a whole.

LEGAL REFERENCE: Wisconsin Statutes 118.127, Wisconsin Statutes 938.396

CROSS REFERENCE: 1336 Drug-Free Schools, 5135 Weapons, 5146 Police Liaison Program

ADOPTED: 12/21/89

REVIEWED: 9/92

REVISED: 6/19/97, 3/17/03

SCHOOL DISTRICT OF WEST DE PERE
POLICE-SCHOOL LIAISON PROGRAM

5146

The Board, in conjunction with the City of De Pere, Town of Lawrence/Village of Hobart, shall sponsor a police-school liaison program in the district for the purpose of lessening and preventing juvenile delinquency and to improve community relations by building rapport between students, the police and the community.

Under this program, police-school liaison officers shall be assigned to the School District of West De Pere. Police-school liaison officers shall report to the police chief or his/her designee, Building principals shall be responsible for coordinating the efforts the police-school liaison officers in and for the school.

The liaison officer will make every effort to be available to students and shall encourage students to communicate with the officer.

The officers shall not have the authority to discipline within the school. The enforcement of school rules shall be the responsibility of school authorities.

Officers shall abide by the same district policies and regulations as any other special resource consultant assigned to the district and working at a particular school. Officers shall, however, retain their legal responsibilities in the community as police officers.

If the liaison officer is asked to assist other officers or investigators regarding a non-school crime, contact should be made with the school official and the students' parent or guardian as per police department and district policy as soon as reasonably possible.

The Board shall cooperate with the De Pere Police Department, Hobart-Lawrence Police Department and the community in the planning, development, implementation and evaluation of this program.

CROSS REFERENCE: 5135- Weapons, 5145 Interviews by Law Officers

ADOPTED: 6/19/97

REVISED: 3/17/03, 7/19/11

SCHOOL FEES

Parents will be charged an annual school fee for their children attending the School District of West De Pere. Such fees shall be established annually by the Board. Waiver of fees will be allowed in those instances where family income is below the poverty level as established by state and federal sources.

If the family income is greater than that established, but the family has unusually high medical bills, shelter costs in excess of 30% of income, special education expenses due to the mental or physical condition of a child or disaster or casualty losses, the children may still be eligible for the waiver.

Such waiver requests will be reviewed by administration

ADOPTED: 8/20/80

REVISED: 3/21/84

REVIEWED: 10/5/89

REVISED: 3/14/00, 5/17/04, 11/16/2020

SCHOOL DISTRICT OF WEST DE PERE
BAND AND MUSICAL INSTRUMENT FEES

5151

Parents will be charged an annual fee for their children using musical instruments owned by the School District of West De Pere. Such a fee will be established annually by the Board.

Waiver of the fee will be allowed in the following instances:

- a) Family income is below the poverty level as established by state and federal sources.
- b) Family has unusually high medical bills, shelter costs in excess of 30% of income, special education expenses due to the mental or physical condition of a child, or disaster or casualty losses.
- c) Students switching from a personally owned instrument to a school owned instrument due to a director's request.
- d) Students sharing school owned instruments will be prorated accordingly.
- e) Students using instruments that the directors determine are of poor quality will have the fee waived.

High School students will be held responsible for, and expected to maintain, their assigned uniform.

APPROVED: 8/18/88

REVISED: 10/15/90, 3/14/00

REVIEWED: 4/6/04

REVISED: 4/15/09, 11/16/2020

SCHOOL DISTRICT OF WEST DE PERE
PROMOTION OF STUDENTS

5200

The West De Pere Board of Education believes that all students are capable of learning. As such, students are required to make an earnest and honest attempt at gaining the skills needed at each grade level. The Board recognizes that many factors which cannot be clinically tested (for example, attitude toward school or others, work habits, and abilities) may influence a student's success as much as knowledge of subject area. In fairness to all students, then, achievement shall be judged.

1. In relation to a student's learning capacity.
2. In terms of a student's degree of proficiency of the coursework, as judged by the teacher(s).
3. In relation to a student's degree of proficiency toward meeting the goals/objectives of their Individualized Education Plan (IEP) or Differentiated Education Plan (DEP).

Unfortunately, sometimes even with the most responsible actions and efforts by all parties involved, the situation will require the retention of a student who fails to make adequate progress in schools. Such decisions shall evolve from systematic communication between the school, student, and parents. The building principal and staff shall devise such processes and include, but not limited to, objective achievement data, staff input, student progress reports, and parental involvement into the process.

CROSS REFERENCE: 5111.01 Admission to Kindergarten and/or First Grade prior to Legal Age.

ADOPTED: 9/21/89

REVISED: 4/20/00, 12/15/03, 1/12/11

REVIEWED: 5/14/2020

SCHOOL DISTRICT OF WEST DE PERE
FOURTH GRADE PROMOTION POLICY

5200.1

Students who satisfy one or more of the following three criteria will advance from fourth to fifth grade.

1. Showing proficiency at the Exceeds, Secure, or Developing levels in all core subject areas (literacy, mathematics, science, social studies) on the grade four report card for two of the three grading periods.
2. Successful performance on Wisconsin's state assessment for fourth grade, which is defined as scoring basic or above in all subjects.
3. A favorable teacher/board of review recommendation. The teacher recommendation/teacher board of review will examine the follow:
 - Placement and success in intervention programs.
 - Success in meeting IEP (Individual Education Plans) for special education students.
 - Successful completion of remedial summer program and other such programs.
 - Success in 504 Plan goals by students under such a plan.
 - Success in English Language Learners assistance when it applies to the student.
 - Success in the district assessment program.
 - Work samples and performance assessments.
 - Evidence that the child is working to his/her ability.
 - Attendance rate of 90% or better.
 - Significant and consistent growth over time.
 - Past retention.

Possible members of a review team may be but are not limited to: present/previous classroom teachers, specialists, counselors, principal, school psychologist, reading specialist, parent of the student.

LEGAL REFERENCE: Wisconsin Statute 118.33(6)

ADOPTED: 7/19/01

REVISED: 3/15/06, 4/15/09, 3/20/13, 7/30/14, 5/18/16

SCHOOL DISTRICT OF WEST DE PERE
EIGHTH GRADE PROMOTION

5200.2

Students advancing from eighth to ninth grade must satisfy one or more of the following three criteria:

1. The student must score at the basic, proficient, or advanced level on all but one of the sections tested on Wisconsin's state assessment for eighth grade.
2. The student must achieve passing grades in all core subjects in two (2) of the three (3) trimesters. The core subjects are: Mathematics, Science, Social Studies, and Language Arts.
3. The student must receive recommendations from his/her teachers from three (3) or more of the core 8th grade subjects. The core subjects are: Mathematics, Science, Social Studies, and Language Arts. A teacher recommendation / teacher board of review will be formed to examine the following:
 - Placement and success in intervention programs.
 - Success in meeting IEP (Individual Education Plans) for special education students.
 - Successful completion of remedial summer program and other such programs.
 - Success in 504 Plan goals by students under such a plan.
 - Success in English Language Learners assistance when it applies to the student.
 - Success in the district assessment program.
 - Work samples and performance assessments.
 - Evidence that the child is working to his/her ability.
 - Attendance rate of 90% or better.
 - Significant and consistent growth over time.
 - Past retention.
 - Possible members of a review team may be but are not limited to: present/previous classroom teachers, specialists, counselors, principal, school psychologist, reading specialist, parent of the student.

SCHOOL DISTRICT OF WEST DE PERE
EIGHTH GRADE PROMOTION

5200.2 cont'd

Students who qualify under IDEA, or Section 504, are governed by separate procedures in compliance with state and federal regulations.

Promotion Exercises and Certificates

- Marching in the promotion ceremony is a privilege, not a right. Only those students who have satisfied the criteria in this policy may participate in the promotion ceremony. Therefore, Middle School Administration has the right to deny participation in the promotion ceremony for any student who does not satisfy the criteria for promotion.
- Students who satisfy the criteria for promotion, but do not participate in the promotion exercise, will receive their certificates. Parents/students may pick up the certificate during normal office hours after the date of promotion.
- Students having unpaid fees, fines, etc, and/or unreturned uniforms, supplies, or equipment may not participate in the promotion ceremony until such obligations are met to the satisfaction of the Middle School Principal.

The district administrator shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or, if assigned the responsibility by the district administrator, the building principal shall determine whether a student has satisfied the criteria in this policy. If a student has satisfied the criteria in this policy and the requirements of any other district policy applicable to the promotion of students, the student may be promoted from the eighth grade to the ninth grade.

The district administrator shall review and recommend district policies so that the schools of the district can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy. The district administrator/designee shall develop practices to inform parents/guardians and students of the requirements of this policy and to keep parents/guardians informed of their child's academic progress.

LEGAL REFERENCE: Wis Statute 118.33(6) CROSS REFERENCE: School Student Handbook

ADOPTED: 7/19/01

REVISED: 11/15/01, 5/19/03, 12/15/03, 3/15/06, 4/17/12, 8/21/12, 3/20/13, 7/30/14, 4/16/16, 5/18/16, 11/17/2021

STUDENT COMPETITIONS

Students are encouraged to participate in school sponsored competitive events at local, regional, and state levels.

All requests for new, approved student competitions are to be submitted to the Student Activities Director for recommendation to the Superintendent. The West De Pere Schools Recognized Student Competitions List 5325

(E) will be updated annually by administration subject to review by the Board of Education upon recommendation of the Superintendent. Sufficient time must be provided to complete the procedure process prior to participation in a competition.

While there is no intent to refuse to cooperate with agencies sponsoring worthwhile student competitions, there is definitely a desire to keep such cooperation within reasonable bounds. The following statements shall be a guide for determining participation in student competitions or the addition/deletion of student activities:

- A. The educational goals of the school and the needs and interests of the student must be considered at all times.
- B. The school shall not be used to promote private or commercial interests.
- C. Attendance at national events is not the financial responsibility of the West De Pere School District.
- D. WIAA Sponsorship; Only interscholastic sports programs which are sponsored by the WIAA will be offered. Other sport programs such as bowling, Lacrosse, etc. may be offered as a club activity, to be funded entirely by the participants.
- E. Conference Sponsorship; Only sports offered by a majority of the conference member schools will be offered.
- F. Financing; Total cost, per pupil costs, and available facilities will be considered in determining which activities will be offered.
- G. Coaching; A qualified coaching staff or advisor must be available for any activity being offered.
- H. Interest; Sufficient interest on the part of students, parents, and community must be available for any activity offered. Student participation must be high enough to meet program obligations for scheduled contests on a season long basis. -Activities may be recommended for deletion, if in the estimation of the coach/advisor, Principal, Student Activities Director and Superintendent, the activity no longer meets one or more of the conditions listed above. This formal recommendation for deletion of a program will come from a committee made of the individuals previously mentioned.
- I. The safety of students as it relates to health orders, current district practices, natural disasters, pandemics and/or other related concerns.

The West De Pere School District does not discriminate on the basis of sex, race, age, national origin, ancestry, creed, pregnancy, marital or parental status, religion, gender identity, sexual orientation, physical, mental, emotional, or learning disability, homelessness, or by any other characteristic as protected under state or federal law.

REFERENCES: National Association of Secondary Principals Approved
Contests and Activities Wisconsin Interscholastic Athletic
Association Official Handbook

SCHOOL DISTRICT OF WEST DE PERE
STUDENT COMPETITIONS

5325 cont'd

Wisconsin High School Forensics Association Handbook
AWSA Wisconsin School Contests/Activities
Guidelines and Philosophy Policy 5117-Student
Nondiscrimination

ADOPTED: 2/26/98

REVISED: 2/15/01, 8/14/02, 12/15/03, 5/17/04, 3/20/13, 4/16/13, 6/11/2020, 8/12/2020

SCHOOL DISTRICT OF WEST DE PERE
STUDENT COMPETITIONS PROCEDURES

5325 (R)

1. Criteria for Selection of Educationally Desirable Contests:
 - a. On a local or state basis, the contest or activity should be:
 1. One that supplements and does not interfere with the regular school program.
 2. One that is beneficial to youth in educational, civic, social, or ethical development.
 3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
 4. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize moral standards, good citizenship, and intellectual competence.
 5. One of which does not place an undue burden on the student, teacher, or school, nor require frequent or lengthy absence of participants from school.
 6. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered and must not use the contest or activity as a “front” for advertising a company name or product.
 - b. On a national basis, the schools should confine their participation to those national contests which are currently placed on the approval list of contests and activities published annually by the National Association of Secondary School Principals.
2. Prior to enrollment in a competition, the faculty Advisor shall submit a written request for attendance to the Principal and/or appropriate administrator. The request shall include an itemized list of the anticipated expenses for competition, awards presentations, and supervision. The expenses shall be reasonable for the location of the event and the length of the stay. Students may be reimbursed a stipend for meals, lodging, transportation, and participation fees when they represent the school in local, regional, or state competition. The district recognizes the need for gender support when a participant attends a competition requiring overnight stay. The district will support the additional student(s) as provided by the sectional level of competition procedures. The Principal and/or appropriate administrator shall be responsible for approving the anticipated expense list and presenting it to the Superintendent for final approval.
3. Procedures for Financing Competition Participation:

In order to be considered for district financing, the competition is restricted to those recognized by the National Association of Secondary Principals (NASSP) Approved Contests and Activities and the West De Pere Schools Recognized Student Competition List (5325(E)). Expenses will be approved only after the coach/advisor has made a presentation to the Student Activities Director, and the coach has approved the program’s participation in the local, invitational, regional sectional, or state competition.

SCHOOL DISTRICT OF WEST DE PERE 5325 (R) cont'd
STUDENT COMPETITIONS PROCEDURES

- a. Regional, Approved Invitational, or Sectional Level of Competition
 - 1. The District will pay for school bus transportation in all situations.
 - 2. Charter bus requests will be arranged by the administration when extenuating circumstances exist.
- b. State Level Competition
 - 1. The District will consider paying for a charter bus as approved by the Student Activities Director.
 - 2. Students will be allotted an amount equal to WIAA meal rates. The amount of meal allowance received each day is contingent upon departure time to State Competition site and arrival time from State Competition site.
 - 3. Appropriate lodging will be determined by the coach/advisor and administration.
 - 4. Expenses for meals and lodging will only be approved for state competitions, if the program has advanced to that level through a qualifying process and approval has been given by the Student Activities Director.
- c. Substitute teachers for advisors will be compensated by the District.
- d. Out-of-State Competition is not the financial responsibility of the District.

ADOPTED: 2/26/98

REVISED: 2/15/01, 8/14/02, 12/15/03, 5/17/04

**SCHOOL DISTRICT OF WEST DE PERE
STUDENT COMPETITIONS/ACTIVITIES**

5325 (E)

ACTIVITIES	HS	MS	PK-5
<i>Academic Games</i>	X		
<i>All School Play</i>	X	X	
<i>Archery Club</i>	X	X	
<i>Art Club</i>	X	X	
<i>Band</i>	X	X	X (5th)
<i>Baseball</i>	X		
<i>Basketball</i>	X	X	X (5th)
<i>Battle of the books</i>		X	X
<i>Book Club</i>		X	
<i>Bowling</i>	X		
<i>Chess Club</i>		X	
<i>Choir</i>	X	X	X (5th)
<i>Color Guard</i>	X		
<i>Creative Writing</i>		X	
<i>Cross Country</i>	X	X	
<i>Destination Imagination</i>	X	X	X
<i>Drumline</i>		X	
<i>Dust, Sparks and Smarts</i>		X	
<i>E-Sports</i>	X		
<i>FBLA</i>	X		
<i>FFA</i>	X		
<i>FHA (FCCLA)</i>	X		
<i>Football</i>	X	X	X (5th)
<i>Forensics</i>	X	X	
<i>French Forensics</i>	X	X	
<i>Geography Bee</i>		X	
<i>Golf</i>	X	X	
<i>Hockey</i>	X		
<i>Intramurals</i>	X		
<i>Math Challenges</i>		X	X
<i>MATH Counts</i>		X	X (4th & 5th)
<i>Musical</i>	X	X	
<i>Odyssey</i>	X		
<i>One Act Play</i>	X		
<i>Photography Club</i>		X	
<i>Pom and Dance</i>	X		
<i>SADD</i>	X		
<i>Skills USA/VICA</i>	X		
<i>Soccer</i>	X	X	
<i>Softball</i>	X		

Spanish Club	X		
Spelling Bee		X	X
Student Council	X	X	X
Tech Club		X	
Tennis	X		
Track	X	X	
Vocal Acappella		X	
Volleyball	X	X	
Wrestling	X	X	X (5th)
Yearbook	X	X	

Updated 8/12/2020

FIELD TRIPS

The Board of Education encourages and sanctions student trips or other out-of-school activities, and community civic projects, which are of value in helping achieve each participating student's educational objectives.

All field trip proposals must be submitted to the building principal/designee for consideration of approval. The Superintendent will be informed of such trips in advance.

All field trips must include a list of chaperone duties and responsibilities.

A. Educational Field Trip Policies**1. Purposes**

- (a) Broaden and enrich classroom activities.
- (b) Provide background experiences which many children may not have had.

2. Basis for Decisions

- (a) Will the children have an adequate background of knowledge, ideas or concepts to profit from such an experience?
- (b) Through the field trip, will the students gain insight into the relationship between what is being studied in the classroom and the outside world of reality?
- (c) What skills such as observing, recording, questioning, critical thinking, and interviewing can be developed through the trip?
- (d) Can valuable follow-up activities be developed later in the classroom?
- (e) Are there real purposes for this trip? Could they be served just as well by trips with their parents or by classroom work?
- (f) How does the trip fit into the long-range educational program of the school?
- (g) Does the educational value of the trip outweigh the number of lost instructional days?

B. Principal/Designee's Role in Considering Field Trips

- 1. Determine that proposed field trips adequately meet the established policy parameters.
- 2. Approve all field trips of students and programs within the building.
- 3. A student's eligibility for field trips is contingent upon academic standing, behavioral record, and/or absenteeism. Students with excessive absenteeism (more than 5%), more than

FIELD TRIPS

one (1) D or F in the last trimester/marking period, and/or more than one (1) discipline referral may be disqualified from making the trip. A student with a single discipline referral for illegal offenses(drugs, alcohol, tobacco, theft, etc.) may be disqualified. This includes curriculum- based trips. It is imperative that advisors/coaches make this clear to students when planning these trips, so that students are aware of the requirement and the consequences. Also, parents should be notified inwriting of this requirement, so that they do not invest in personal travel plans only to find that their son/daughter is disqualified due to these expectations. Unusual eligibility circumstances can be presented to the Superintendent/Principal.

4. Ensure that written parent approval, including an authorization of medical treatment and/or services, is secured at the beginning of each year and that written notices will be sent home when a field trip is to be taken.
5. Determine the amount of supervision required. Adequate number of chaperons will be provided with a minimum of one chaperon per bus. The recommended ratio of chaperons to students is 1:15.
6. Request that all tentative requests for field trips should be submitted to the principal in September to facilitate planning, so that a long range schedule for field trips might be developed and budgeted. All requests must first be presented to the principal/designee, prior to any formal plans being finalized.
7. Encourage the practice that all children have field trip opportunities such as the experience of traveling to Fallen Timbers.
8. Identify the costs and trips which may be partially borne by the Board of Education in order to keep student cost reasonable and appropriate.
9. The staff member so designated as “in charge” for a given field trip must have in their possession the Emergency Medical Authorization Form for each student participating in the field trip of record.
10. Ensure safety as it relates to any current health orders, current district practices, natural disasters, pandemics and/or other related concerns
11. This policy will also apply to non-school time trips (vacations/Summer).

FIELD TRIPS

C. Arranging Transportation

1. All requests for special trips must be submitted to and received by the bus contractor no later than three school days before the trip is to begin. All requests for transportation should be directed to the appropriate school's main office. However, transportation requests for High School activities should be directed to the Activities Office. Transportation requests will be reviewed on a first come basis.
2. In the event a trip is canceled, the bus contractor must be notified at least three hours prior to the scheduled departure time. If not notified within the time line identified, the activity may be charged for the bus service even though it went unused.
3. The bus contractor will not be contacted until the building principal/designee has approved a given field trip and has authorized a designee within their office, or the designee from the High School Activities Office to do so.
4. Each month the bus contractor will invoice the School District directly for all buses used in transporting students of the District. In turn, each activity will be charged to the appropriate account.
5. Parents may provide transportation in private vehicles, but they must assume liability while traveling up to the full limits of their insurance policy. Thereafter the school district's policy comes into effect.

D. Field Trips

1. A contracted bus will not transport without a designated professional employee of the West De Pere School District present and on board.
2. Standards of conduct on field trips shall be the responsibility of the professional employee supervising the trip. Note: Field trips extending beyond a "day trip" require that students sign a West De Pere Code of Conduct Contract.
3. Students traveling by bus to a given destination must return by the same means unless the appropriate parent or guardian has provided the assigned supervisor a written

FIELD TRIPS

request in advance of the trip requesting that the student be released into the custody of the parent, guardian, or a responsible adult previously designate

4. For trips that can be completed before the end of the school day, the following procedure is to be used. If it becomes necessary to take a student to a hospital for emergency treatment, contact the nearest hospital or local law enforcement agency. Call the school office or, if after hours, the school's emergency number and request the secretary or emergency person to fax the student's Emergency Medical Authorization Form to the hospital right away. Be sure to provide the name and location of the hospital and, if possible, its telephone or fax number. The secretary or emergency person is responsible for obtaining the hospital's fax number, if not provided, and for ensuring that the EMA Form reaches the hospital immediately.
5. Should the assigned Supervisor request that the bus driver deviate from the assigned travel plans, the bus driver will note these deviations or stops on the trip ticket and the assigned Supervisor will initial the ticket accepting responsibility for such deviation.
6. At no time are students to be left ON THEIR OWN during the course of the field trip, unless approved by the parents.
7. Any fundraiser associated with field trips or District-approved sponsored trips shall be requested and approved at the same time that the approval of the activity is requested.
8. Field trip proposal checklist is to be completed prior to approval.

E. Conduct on District Provided Transportation

1. Staff must inform students of the behavior expectations during transportation to and from field trips.
2. Boisterous activity on the bus is prohibited.
3. Students may not utilize the emergency exit, except under the direction of the bus driver.

FIELD TRIPS

4. Students may not bring animals, illegal paraphernalia, or other potentially dangerous materials on the bus
5. Students are to remain in their seats at all times unless directed differently by the bus driver.
6. Aisles and passageways are to be kept clear at all times.
7. Students shall not extend their heads, arms or hands from the windows of the bus at any time.
8. Radios, etc., must be played at sound levels acceptable by the bus driver and coaches/advisors.
9. Students must keep the vehicle clean and refrain from damaging the vehicle in any way.
10. Students must be courteous to the driver, and passersby at all times.
11. Students ignoring these simple transportation rules may face disciplinary action.

F. Overnight & Extended Field Trips

As a universal practice, staff shall begin by developing expectations for appropriate conduct with all students (i.e., respect for privacy, personal space and boundaries; modestly; physical contact: respectful behavior, etc.)

All special accommodation considerations will be addressed in a sensible and sensitive manner with regard to the individual student's needs (i.e., dietary, physical, medical, social/emotional, gender, religious, etc.) If any student desires increased privacy, every effort must be made to provide the student with reasonable accommodations.

Trip organizers will work with the student, school staff, and/or the student's parents/guardians to make appropriate arrangements. The school should honor these requests whenever possible. In all circumstances, the arrangements are to be made with the student's consent. All students will have equal opportunity to participate while maximizing the integration of experience.

FIELD TRIPS

G. Out of State

1. Out of state trips will be approved by the Principal/designee.
 - a) Trips which involve an overnight stay; the Superintendent will be informed of such trips.
 - b) Trips which exceed 2 (two) overnights will be approved by the Superintendent and the Board is informed.

H. Out of Country

It is essential that no discussion of a trip with students is to occur until the trip proposal has been submitted and determination made as to whether it will be approved by the Board.

1. Trips should be presented to the Board prior to discussion and planning of the trip.
2. Trips will be approved once every two years.

CROSS REFERENCE:

1113-Nondiscrimination Policy

1324 - Student Fund Raising Activities

3541 - Transportation, 5346 (E1) - Field Trip Approval/Checklist Form

5346 (E2) - Emergency Medical Authorization & Parent Permission Form

5348 – Co-curricular Trips

6153 - Students and Community Service

ADOPTED: 9/21/95

REVISED: 12/11/19, 1/27/2020, 9/21/2020

SCHOOL DISTRICT OF WEST DE PERE
FIELD TRIP APPROVAL/CHECKLIST FORM

5346 (E1)

Name of Trip:

Teacher Name:

Date(s) of Trip:

- Cost of trip per participant and what is NOT included in price.
- Approximate departure and return dates.
- Daily itinerary.
- Travel arrangements, i.e., bus, flight information, schedule.
- List of chaperones.
- Chaperone duties/guidelines.
- List of students attending and current grade.
- Copy of parental release.

ADOPTED: 8/17/10

SCHOOL DISTRICT OF WEST DE PERE **5346 (E2)**
EMERGENCY MEDICAL AUTHORIZATION & PARENT PERMISSION FORM

This is to certify that I, the undersigned, do hereby authorize officials of the School District of West De Pere to contact directly the persons named on this form, and do authorize any medical professional to render such treatment as is deemed necessary in an emergency, for the health of said child. I will not hold the school district financially responsible for the emergency care and/or transportation for said child. I understand that this form will be shared with all school personnel that need to know this information to protect the life and safety of said child. I also understand that students in the School District of West De Pere could be taking several field trips during the school year. Parents will be given notice of the specific field trip information in advance. I give my permission for my child to participate in these trips. If said child is on medication during the time of the field trip, I also give school personnel permission to administer the medication. This permission will cover the entire school year.

Student's Name: _____ Grade: _____

Birth Date: _____ Address: _____

Home Telephone: _____ Parent/Guardian Work Phone: _____

Parent/Guardian Cell Phone: _____

Insurance Carrier: _____ Policy#: _____

Any Specific Medical Condition or Medication being taken at this time?

Emergency Contact Information:

Name: _____ Phone: _____ Relationship: _____

Parent/Guardian Signature: _____ Date: _____

SCHOOL DISTRICT OF WEST DE PERE
CO-CURRICULAR TRIPS

5348

The Board encourages and sanctions participation in interscholastic events which are of value in helping achieve each participating student's educational objectives.

All co-curricular trips should be approved by the Director of Student Activities, Athletic Coordinator, and/or building principals. Overnight trips should be approved by the Director of Student Activities, Athletic Coordinator, building principal, and the Superintendent/Board informed of such.

Any co-curricular trip which exceeds 2 (two) overnights which are out-of-state should be approved in advance by the Superintendent and the Board informed. Out-of-country trips must be approved in advance by the Board of Education.

Any fundraiser associated with field trips or District-approved sponsored trips shall be requested and approved at the same time that the approval of the activity is requested.

It is essential that no discussion of a trip with students is to occur until the trip proposal has been submitted and a determination made as to whether it will be sponsored by the District.

Co-curricular trips on Saturdays, evenings and during vacations are permitted.

A. Co-Curricular Trip Policies

1. Purposes

a. Provided background experiences which many children may not have had.

2. Basis for Decisions

a. Will the children have an adequate background of knowledge, ideas or concepts to profit from such an experience?

b. Through the co-curricular trip, will the students gain insight into the relationship between what is being studied in the classroom and the outside world of reality?

c. What skills such as sportsmanship, work ethic, perseverance, emotional maturity, cooperation, and self-discipline can be developed through the experience?

d. Can valuable follow-up activities be developed later in practice?

e. How does the trip fit into the long-range educational program of the school?

B. Director of Student Activities, Athletic Coordinator, and Principal's Role in Supervising Co-Curricular Trips

1. Determine that co-curricular trips adequately meet the established policy/program parameters.

2. Approve all co-curricular trips of students and programs within the building.

SCHOOL DISTRICT OF WEST DE PERE
CO-CURRICULAR TRIPS

5348 cont'd

3. Ensure that written parent approval, including an authorization of medical treatment and/or services, verifications of insurance and participation contract is secured at the beginning of each year.
4. A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge for all trips that are not completed prior to the end of the school day.
5. Determine the amount of supervision required. Adequate number of chaperones and coaches will be provided with a minimum of one chaperone per bus. The recommended ratio of chaperones to students is 1:15.

C. Arranging Transportation

1. All transportation for co-curricular activities will be arranged through the activities office or the respective school offices.
2. Transportation to school sponsored events shall be by school bus whenever possible. Charter bus requests will be arranged by the administration when extenuating circumstances exist. Other circumstances may dictate use of private transportation, which may be authorized by the administrator in charge. In this case, a copy of the person's driver's license, certificate of insurance, and a district paid for vehicle inspection must be on file at the district's office. In the event of the utilization of private transportation, non-district personnel will be reimbursed for the actual cost of transportation, paid by receipt only. District staff will be reimbursed the stated amount, per information from the district office/business manager.
3. In case of cancellation, the bus contractor must be notified at least three hours prior to the scheduled departure time. Failure to notify the bus contractor may result in the activity being charged for the bus service even though it was not used.
4. The Director of Student Activities or designee must approve all requests for special transportation prior to the time that the bus contractor is notified.
5. Each month the bus contractor will bill the school district directly for all buses used in transporting students of the district. In turn, each activity will be charged to the appropriate account.
6. Parents may provide transportation in private vehicles, but they must assume liability while traveling up to the full limits of their insurance policy. Thereafter the school district's policy comes into effect.

D. Co-curricular Trips

1. Students participating in school sponsored co-curricular events are representatives of the West De Pere School District. As a representative of the district, each student is bound and obligated to behave in such a manner as to reflect credit upon the activity and the school district alike.
2. Buses will begin co-curricular trips only when a professional employee of the West De Pere School District is present on the bus in addition to the driver.

SCHOOL DISTRICT OF WEST DE PERE
CO-CURRICULAR TRIPS

5348 cont'd

3. Standards of conduct on co-curricular trips shall be the responsibility of the professional employee supervising the trip.
 4. Students making a co-curricular trip must return on the same bus unless written authorization has been presented to the supervising professional employee in advance by the parent or guardian.
 5. If a bus trip deviates from the designated point requested, the driver will note these deviations or stops on the trip ticket and the same will be initialed by the chaperon.
 6. At no time can students transport themselves to co-curricular events away from the West De Pere School District.
 7. At no time can a coach or advisor release a student to anyone other than a parent or grandparent, AND with proper written release from the parent or guardian of the student.
 8. In specific activities (ie golf, baseball, and softball) where practice is conducted at a location away from the school campus, transportation to that facility rests with the parent of the student.
- E. Conduct on District Provided Transportation
1. Coaches/Advisors must inform students of the behavior expectations during transportation to and from events.
 2. For trips that can be completed before the end of the school day, the following procedure is to be used. If it becomes necessary to take a student to a hospital for emergency treatment, contact the nearest hospital or local law enforcement agency. Call the school office or, if after hours, the school's emergency number and request the secretary or emergency person to fax the student's Emergency Medical Authorization Form to the hospital right away. Be sure to provide the name and location of the hospital and, if possible, its telephone or fax number. The secretary or emergency person is responsible for obtaining the hospital's fax number, if not provided, and for ensuring that the EMA Form reaches the hospital immediately.
 3. At no time are students to be left **ON THEIR OWN** during the course of the field trip, unless approved by the parents.
 4. Boisterous activity on the bus is prohibited.
 5. Students may not utilize the emergency exit, except under the direction of the bus driver.
 6. Students may not bring animals, illegal paraphernalia, or other potentially dangerous materials on the bus.
 7. Students are to remain in their seats at all times unless directed differently by the bus driver.
 8. Aisles and passageways are to be kept clear at all times.
 9. Students shall not extend their heads, arms or hands from the windows of the bus at any time.

SCHOOL DISTRICT OF WEST DE PERE
CO-CURRICULAR TRIPS

5348 cont'd

10. Radios, etc., must be played at sounds levels acceptable by the bus driver and coaches/advisors.
11. Students must keep the vehicle clean and refrain from damaging the vehicle in any way.
12. Students must be courteous to the driver, and passersby at all times.
13. Students ignoring these simple transportation rules may face disciplinary action up to and including suspension from the team/activity.

CROSS REFERENCE:1113 Nondiscrimination

3541 Transportation

3525 Student Competitions

5346 Field Trips

5346 (E2) Emergency Medical Authorization & Parent Permission Form
Handbooks

ADOPTED: 7/19/04

REVISED: 6/16/06, 6/9/10, 8/17/10, 1/27/2020

SCHOOL DISTRICT OF WEST DE PERE
STUDENT IMMUNIZATIONS

5380

All students admitted to the School District of West De Pere must present immunization records as required by Wisconsin State Immunization Law. The Student Immunization Law requires that all students through grade 12 meet a minimum number of required immunizations prior to school entrance. A student may be waived from the immunization requirement when the student, if an adult, or the student's parent, guardian or legal custodian submits a written statement objecting to the immunization for reasons of health, religion, or personal conviction.

The school nurse shall be responsible for notifying the student, parent, guardian or legal custodian of the immunization requirement and shall inform such persons in writing of their right to an immunization waiver. In addition, the school nurse or designee shall be responsible for maintaining complete immunization records for each student attending the school district.

An immunization plan shall be developed annually to encourage compliance with state immunization requirements. This plan shall be developed in cooperation with local public health agencies and officials.

LEGAL REFERENCE: Wisconsin Statutes- 118.125, 120.12 (16), 120.44, 140.05 (16)

ADOPTED: 10/15/08

REVISED: 3/15/2021

SCHOOL DISTRICT OF WEST DE PERE
MEETING THE NEEDS OF STUDENTS

5400

While all children benefit from involvement in the classroom learning environment and co-curricular experiences, the district believes that other supports, including technology, and services are necessary in order for some children to maximize their learning, and is committed to providing them. This district's goal is to provide a challenging and appropriate learning environment for all students.

ADOPTED: 3/21/02

REVISED: 3/15/04

REVIEWED: 8/17/2022

SCHOOL DISTRICT OF WEST DE PERE 5400.01
EQUAL EDUCATIONAL OPPORTUNITIES

The School District of West De Pere is committed and dedicated to the task of providing the best education possible for every student in the District for as long as the student can benefit from attendance, and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap.

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

The School District of West De Pere shall provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability.

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

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

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the School District of West De Pere's official newspaper and posted in each school building in the District. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

SCHOOL DISTRICT OF WEST DE PERE 5400.01 cont'd
EQUAL EDUCATIONAL OPPORTUNITIES

LEGAL REFERENCE: 118.13 Wisconsin Statutes
 PI 9, 41, Wisconsin Administrative Code
 Title IX, Education Amendments of 1972
 Title VI, Civil Rights Act of 1964
 Section 504 of the Rehabilitation Act of 1973 Americans with
 Disabilities Act of 1990 Individuals with Disabilities Education
 Act Civil Rights Act of 1991
 McKinney-Vento Homeless Education Assistance Act

CROSS REFERENCE: 5117 - Student Nondiscrimination
 5005 - Student Admission

ADOPTED: 3/15/04

REVIEWED: 3/20/13, 5/12/2023

SCHOOL DISTRICT OF WEST DE PERE
EARLY COLLEGE CREDIT/YOUTH OPTIONS PROGRAM

5400.1

Recognizing the interest of recent legislation and encouraging students to pursue their fullest potential, it is policy of the West De Pere Board of Education to promote student involvement in post-secondary experiences during the high school years in accordance with Wisconsin Department of Public Instruction Administrative Rule PI40.

As such, the Board directs administration to establish administrative rules in compliance for, and enhancement of, post-secondary options. The High School Principal shall administer such rules, promote the programs and opportunities, and report annually to the Board of Education regarding student participation in, and improvement of, the program. The number of credits taken at off-campus post-secondary institutions for which the district will pay will not exceed 18 postsecondary semester credits per pupil.

For the purposes of clarifying student opportunities and involvement, students and/or parents shall first meet with the principal regarding program issues. Should further clarification be required, students/parents shall meet with the Superintendent. After such a meeting, students/parents may appeal to the Board of Education regarding post-secondary concerns.

LEGAL REFERENCE: Wisconsin Statutes, Section 118.55
DPI Administrative Rules PI40

CROSS REFERENCE: Student Handbooks

ADOPTED: 11/5/92

REVISED: 7/17/2000, 3/17/2002, 3/17/2003,6/14/2004, 12/18/2017, 8/18/2021, 1/16/2023

SCHOOL DISTRICT OF WEST DE PERE
EARLY COLLEGE CREDIT PROGRAM
ELIGIBILITY GUIDELINES

5400.1 (R)

1. The student must rank in the upper 50% of their class. In addition, the student needs to have achieved B or better grades in the selected area.
2. Attendance requirements of no unexcused absences.
3. The student must provide a career objective rationale for taking requested off-campus coursework at a college or technical college.
4. Students must provide their own transportation and maintain a minimum course load as outlined in the student handbook.
5. The student will be granted permission for continued participation in the program only if all previous semester/trimester coursework is successfully completed.
6. Final approval will be granted following DPI guidelines. Any student denied participation in the program will be given a copy of their appeal rights.

ADOPTED: 3/17/03

REVIEWED: 5/4/04

REVISED: 11/15/17, 12/18/17, 7/2020, 1/16/2023

SCHOOL DISTRICT OF WEST DE PERE 5400.2
CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

The policy of the School District of West De Pere is to provide quality educational services to all of its students.

The district realizes that not all students learn the same way or benefit equally from the same educational experiences. Many students become academically competent and achieve a sense of connectedness with few problems through normal curriculum offerings. Some students need alternate strategies to achieve academically and to eliminate or surmount non-academic barriers that may be interfering with their success. These students are "at risk" of not graduating from high school. In an attempt to meet the diverse needs of this population the West De Pere School District has developed a plan which meets the requirements under Wisconsin Sec. 118.153 (3)(a) Stats. "Children at risk of not graduating high school" and the Chapter PI 25 Administrative Rules for Children At Risk Plan and Programs. This plan is updated annually. It is the mission of the West De Pere School District to provide students at-risk of not graduating from high school programming beyond the minimum legal standard and to commit resources to those programs that have been shown to work with this population.

Each principal at the Intermediate, Middle and High Schools acts as, or appoints, a building coordinator for children at-risk of not graduating from high school. Building coordinators/counselors are responsible for developing the individual educational plans, monitoring the results and reporting to the coordinators. The building coordinators in turn report results to building principals and the district coordinator for children at-risk of not graduating from high school.

The Director of Student Services serves as the district coordinator for children at-risk of not graduating from high school, and is assigned responsibility for overall program coordination which includes responsibility for plan development, budget preparation and board reporting.

Children at-risk of not graduating from high school means pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of high school credits attained.
- Two or more years behind their age group in basic skill levels.
- Habitual truants: Pupils who have been absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester as defined in s. 118.16 (1) (a), Stats.

SCHOOL DISTRICT OF WEST DE PERE 5400.2 cont'd
CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

- School-Age Parents: Pupils who are parents as defined under s. 115.91 (1) stats.
“School-age parent” means any person under the age of 21 who is not a high school graduate and is a parent, an expectant parent or a person who has been pregnant within the immediate preceding 120 days.
- Adjudicated delinquents: Students who are 10 years of age or older who have been convicted of violating any state or federal criminal law, except as provided in s. 938.17, 938.18 and 938.183, or who have committed a contempt of courts, as defined in s. 785.01 (1), as specified in s. 938.355 (6g)
- Eighth grade pupils whose score in each subject area on the examination administered under s. 118.30 (1m) (am) 1., Stats., was below the basic level, eighth grade pupils who failed the examination under s. 118.30 (1m) (am) 2., Stats., and eighth grade pupils who failed to be promoted to the ninth grade.
- “Dropout” means a child who ceased to attend school, does not attend a public, private or tribal school, technical college, or home-based private educational program on a full-time basis, has not graduated from high school, and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).

By August 15 annually, the school board shall identify the children at risk who are enrolled in the school district and develop a plan describing how the school board will meet their needs.

LEGAL REFERENCE: Wisconsin Statutes 118 , PI Chapter 25

ADOPTED: 9/18/86

REVISED: 1/16/92, 9/21/00, 3/21/02, 9/15/03, 7/20/2022

SCHOOL DISTRICT OF WEST DE PERE
STUDENT HEALTH AND EMERGENCY NURSING SERVICES

5400.3

In response to student, community, and legislative needs, the School District of West De Pere will strive to maintain a healthy environment within the schools. A component of maintaining such an environment includes the provision of nursing services of an emergency and non-emergency nature.

The objective of nursing services is the maintenance of the physical, mental, and emotional health of students while they are at school or are participating in school-sponsored activities. Written policies and procedures for nursing services shall be established, and reviewed annually. They shall include dealing with accidental injury, illness, and administration of medications.

Emergencies are those conditions that require prompt intervening action to maintain physical, mental, and emotional health of students. Emergency nursing service means nursing assessment and may include interviewing actions by the registered nurse, or designated others, of conditions that require prompt or immediate action. Emergency nursing services may include administration of stock epinephrine and stock naloxone. Emergency nursing services shall be provided under the direction of a nurse currently registered in Wisconsin, and in cooperation with the physician who serves as medical advisor to the district.

The school board may employ a nurse(s) and medical advisor for intervention or delegation to other qualified personnel.

1. The school nurse will:
 1. Assist with the development of plans for meeting emergencies and handling medications.
 2. Assist and participate in the review and evaluation of policies for nursing services.
 3. Assist in the formulation of exclusion and readmission policies for students related to health.
 4. Annually review the building health areas and first aid kits to ensure they are properly supplied and stocked.
 5. Assist with the planning and implementation of staff training regarding student health/medical-related topics.
2. The medical advisor will review the procedures for all nursing services and advise the nurse and district regarding health services.

LEGAL REFERENCE: Wisconsin Statutes 121.02

CROSS REFERENCE: Student Health and Nursing Services Procedures Handbook
School District of West De Pere First Aid Guide

ADOPTED: 9/19/91

REVISED: 9/21/00, 3/21/02, 10/15/08, 8/20/13, 2/13/2023

SCHOOL DISTRICT OF WEST DE PERE
GUIDANCE

5400.4

The guidance program shall be an integral part of the total program of instruction.

The major objective of the guidance program is to help each child make the best of his educational opportunities toward a normal, useful, and happy life.

The guidance program shall be directed toward the growth and improvement of all pupils in the school, recognizing however, that some pupils are in greater need of individual guidance than others.

The guidance program shall attempt to provide for each pupil a sense of belonging, self-respect, emotional security, achievement, recognition, and develop an appreciation and understanding of the world in which he lives by providing a classroom and school environment in which effective learning and good behavior take place.

The guidance program shall provide a positive program of correction and prevention of antisocial behavior of pupils. It shall aim to provide a sense of responsibility and self-respect in students.

ADOPTED: 11/20/72

REVISED: 3/21/02

SCHOOL DISTRICT OF WEST DE PERE
PSYCHOLOGICAL SERVICES

5400.5

Psychological services are provided to children residing in the West De Pere School District to enable them to reach their greatest human and educational potential and to become fulfilled and productive community members.

Psychological services are provided to students with learning, emotional, or behavioral problems upon appropriate referral, notification and parental consent as determined by the Director of Pupil Services/EEN.

Referrals may be made by students, parents, staff, or community agencies. Services may be obtained by contacting the school principals or the Director of Special Education.

- I. Direct Psychological services consist of:
 - A. The selection, administration and interpretation of appropriate psychological tests
 - B. Classroom observations
 - C. Consultations with teachers, counselors, administrators, and/or community resources in an effort to resolve learning or behavioral problems
 - D. Consultation with teachers, counselors, administrators, and/or community resources in an effort to resolve learning or behavioral problems
 - E. Consultation with parents to understand the child and to formulate and implement an appropriate educational and/or behavioral plan
 - F. Coordination of multi-disciplinary teams
 - G. Pre-school screening, kindergarten screening, and early entrance testing

- II. Related psychological services may also be provided through participation in appropriate district instructional endeavors such as:
 - A. Career education
 - B. At Risk program
 - C. Developmental guidance
 - D. Alcohol and other drug abuse program
 - E. Gifted and talented program
 - F. Curriculum development
 - G. Vocational education

APPROVED: 11/20/72

REVISED: 4/26/90, 3/21/02

SCHOOL DISTRICT OF WEST DE PERE
PROGRAMS FOR GIFTED STUDENTS

5400.6

Standard T of Wisconsin Statute 121.02 School District Standards states that school districts:

*(T) Provide access to an appropriate program for pupils identified as gifted and talented.

**(t) in this paragraph, an appropriate program means a systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented.

The West De Pere School District supports the State of Wisconsin's Pyramid Model of instruction for gifted and talented students which indicates that the learning needs of most gifted and talented students can be met through diversified instruction and flexible grouping practices for all students within the classroom. A small percent of the student population will have needs that require additional accommodations for learning. Identification and programming processes are outlined in the School District of West De Pere's Talent Development Plan.

For the exceptional students whose learning needs extend outside of the grade level program or course, a Differentiated Educational Plan (DEP) will be discussed and written by a team of district staff. DEP plans are confidential student records and a copy should be kept on file with the building administrator and in the district Curriculum Department.

A DEP is an individual student plan that documents the criteria used to identify the exceptional learning need(s), instructional program goal(s) for the student, an explanation of how the program goal(s) will be met, and a timeline for meeting the goal(s) and specific date(s) for review. Minimally, the plan will be reviewed annually at the end of the school year to document the upcoming school year instructional goals and plans. A meeting can be called at any time prior to the established review date(s) to discuss student progress or concerns. Changes in the DEP team convenes and determines that changes are warranted. This plan and review process addresses the criteria of State Standard T by creating a systematic and continuous learning experience for students.

CROSS REFERENCE: 5400.6 (E) SDWDP Talent Development Plan

ADOPTED: 10/17/85

REVISED: 7/15/93, 5/16/02, 12/16/02, 4/9/14, 3/23/16



School District of West De Pere Talent Development Plan

School District of West De Pere
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West De Pere Talent Development Mission and Philosophy

Mission:

The School District of West De Pere is dedicated to being the best educational community by supporting the maximum academic, creative and social-emotional growth of each student, enabling her/him to succeed in, and contribute positively to a continuously evolving world.

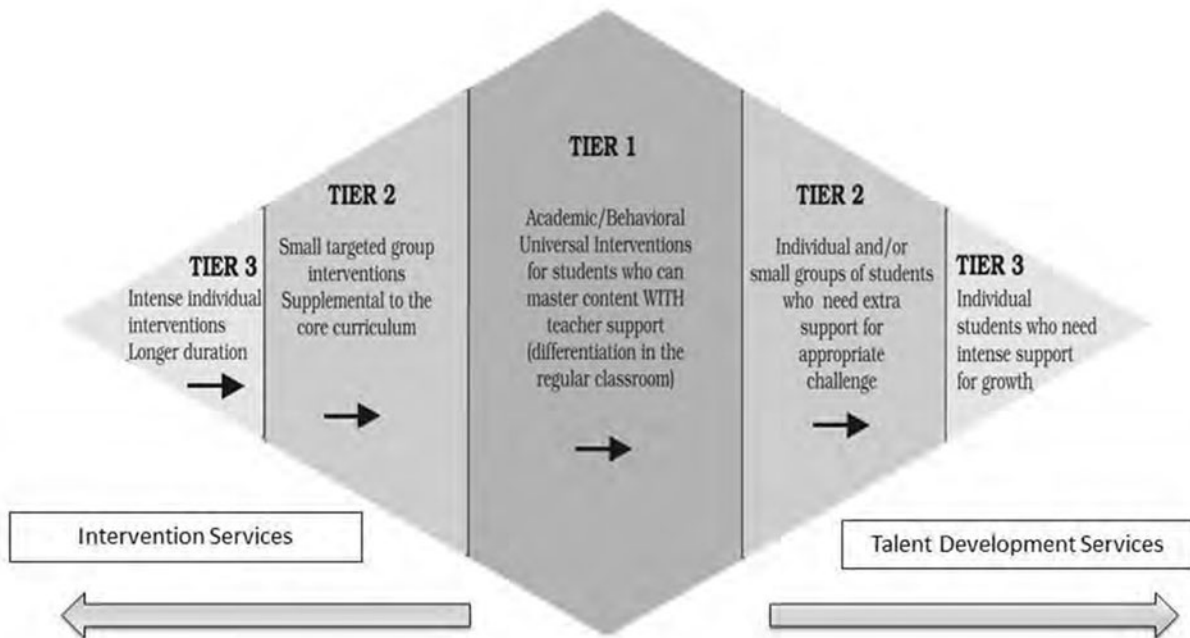
Vision:

- Meet the academic, creative and social-emotional needs of high-achieving students
- Provide quality differentiated instruction for high-achieving students
- Provide quality academic activities for high-achieving students to work together
- Develop an effective and respected program
- Build community and parental involvement

Philosophy: While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their potential contribution to themselves, the school and society. All children learn and experience success given time and opportunity, and the School District of West De Pere believes that all students, including those that are high-achieving, should be challenged and supported to reach their full potential.

Definition: From Wisconsin School Law, Chapter 118.35 - “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school curriculum in order to fully develop such capabilities.”

Services Model within Response to Intervention



Adapted from: Penny Choice 2008

Services Model: The School District of West De Pere uses the Response to Intervention Model or Continuum (RtI). The continuum represents all students. The right side of the continuum represents high achieving students who require increased levels of challenge, and the left side of the continuum represents students who need further support and interventions to master grade-level curriculum. The center represents the approximately 80% of students whose needs can be met through regular content and methods.

Tier 2 on the right side of the continuum represents approximately 7-10% of students. These students need extended differentiation to provide more challenging content. This differentiation can take place inside or outside the classroom in small group enrichment, independent studies, online classes, accelerated courses, or Advanced Placement options (AP).

Tier 3 of the continuum represents about 1-2% of students who need specialized services such as subject or grade acceleration, mentorships, and/or independent study. A Differentiated Education Plan (DEP) may be written for these students.

* While this continuum model presents what seems to be a static identification of students, West De Pere's intentions are to provide fluid identification to best meet the needs of students throughout the year.

There are eight essential components of RtI:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision-making
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each element is part of an interrelated process that should be applied to every student. RtI creates an integrated and seamless continuum of services that encompasses all staff through a multi-tiered service delivery model. The School District of West De Pere's Talent Development Plan adheres to the principles of RtI as the foundation of our practice.

West De Pere Talent Development Academic Process

The purpose of identification is to locate students who need more than the core curriculum and to determine what types of services would be most beneficial to the students' needs. The district will focus on providing services for all students regardless of identification. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification with a culturally responsive lens in kindergarten through 12th grade.

The School District of West De Pere uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify high achieving students in five areas. Multiple criteria used for identification of high-achieving students may include standardized test scores, individualized testing, parent/guardian nominations, teacher-nominations, self-nominations, and district assessments such as: scores from the Fountas and Pinnell reading assessment, PALS, Measures of Academic Progress (MAP), AIMSweb, ACT Aspire, and common grade-level/subject assessments.

As part of the School District of West De Pere RtI process, extensive student data is systematically reviewed in grade-level/content area intervention team meetings. This process facilitates a continuous review of student progress, which in turn fosters a student-ability identification approach that is responsive to student need.

It is important to note that while students in early elementary school are considered for identification, it is difficult to make accurate determinations on true ability in young children. The School District of West De Pere will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and embedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

Talent Development Data Review

All children have special abilities and strengths, and some have talents that are far beyond those of other children their age. Classroom teachers in the School District of West De Pere are continuously monitoring formative and summative data to analyze student achievement and potential.

If a parent feels like his/her child has needs that go beyond the scope of what is being done in the regular education classroom, the first step is to fill out a parent/guardian nomination form and begin facilitating a conversation with the child's classroom teacher.

The teacher will be able to explain how the child's abilities compare with other children his or her age and what strategies are being done within their classrooms in order to meet their needs.

Questions or requests for more information, can be directed to the building level Talent Development Coordinator.

Student Transfers

Student transfers will be handled on an individual basis.

1. If a student transfers into the School District of West De Pere and has been identified as Talented or high achieving, the building level Talent Development Coordinator, teachers and grade level team will look at the criteria under which the student was identified.

2. If the criteria match the School District of West De Pere's criteria, the student will be offered appropriately tiered instruction. The parent will be notified of any decisions.
3. If the criteria the student was nominated under do not match the School District of West De Pere's, the student will become part of the regular data review process to determine the appropriate instructional level. The parent will be notified of any decisions.
4. Regardless of the grade level team's determination, the student will become a part of the ongoing, regular review of data and be given appropriate instruction based on dynamic needs and achievement levels.

CHECKLIST OF CHARACTERISTICS FOR AREAS OF TALENT

*Adapted from the National Association for Gifted Children

TALENTED AREA	CHARACTERISTICS
<p>General Intellectual Ability Refers to those children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.</p>	<ul style="list-style-type: none"> ● Understands complex concepts ● Draws inferences between content areas ● Sees beyond the obvious ● Thrives on new or complex ideas ● Enjoys hypothesizing ● Intuitively knows before being taught ● Uses an extensive vocabulary ● Does in-depth investigations ● Learns rapidly in comparison to peers (1- 2 repetitions for mastery) ● Manipulates information
<p>Specific Academic Ability Academically able students are capable of making outstanding progress in one or more of the disciplines. Differentiation of instruction of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth that reflects their considerable abilities. Students in Tier 1, can have their needs met through the differentiated classroom. Students in Tier 2 could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/competitions in the identified talented area within the differentiated classroom. Students in Tier 3 could require a differentiated educational plan, single subject acceleration, grade level acceleration, or dual enrollment in courses.</p>	<ul style="list-style-type: none"> ● Memorizes easily and quickly ● Comprehends at advanced pace (1-2 repetitions for mastery) ● Shows intense interest in a specific academic area ● Exhibits high academic capacity in special-interest area ● Pursues special interests with enthusiasm ● Operates at a higher level of abstraction than peers ● Asks poignant questions ● Discusses and elaborates in detail
<p>Creative Thinking Creativity may cross all areas (academic, arts, leadership, intellect.) Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.</p>	<ul style="list-style-type: none"> ● Thinks independently and/or flexibly ● Exhibits original thinking in oral and/or written expression ● Generates many ideas to solve a given problem ● Possesses a keen sense of humor ● Creates and invents ● Shows interest and curiosity in creative tasks ● Improvises and sees unique possibilities ● Takes risks ● Resists conformity

<p>Artistic (Visual/Performing Arts)</p> <ul style="list-style-type: none"> ● Art ● Dance ● Drama ● Music <p>Students can demonstrate unusual adeptness or skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios and expert assessment.</p>	<ul style="list-style-type: none"> ● Communicates their vision in visual/performing arts ● Shows unusual ability for aesthetic expression ● Feels compelled to perform/produce ● Exhibits creative expression ● Desires to create original products ● Observes keenly ● Continues experimentation with preferred medium ● Excels in demonstrating the visual/performing arts
<p>Leadership</p> <p>Leadership comes in many forms. Individuals who excel in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.</p>	<ul style="list-style-type: none"> ● Takes an active role in decision making ● Has high expectations for self and others ● Expresses self with confidence ● Foresees consequences and implications of decisions ● Follows through on a plan ● Appears to be well-liked by peers ● Expresses ideas that are accepted by others ● Sought out by others to accomplish a task

Strategies, Opportunities, and Staff Roles

PROGRAMMING AT THE ELEMENTARY LEVEL

Students may be identified for services when developmentally appropriate in the areas of general intellect, specific academic areas, creativity, leadership and visual and performing arts. Universal classroom instruction should be differentiated to accommodate unique learning needs of all students. Through the RtI process, some students may require Tier 2 and/or Tier 3 interventions/enrichment.

RtI Tier	Elementary Interventions and Strategies	Building and District Coordinators Roles	Teacher Roles	Administrator Roles
<p>Tier 3 1-2% of students Significant Differentiation</p>	<p>Acceleration, independent study, DEP (Differentiated Education Plan), appropriate curriculum as needed.</p>	<p>Facilitate acceleration or independent study and monitor progress. Create DEP. Monitor or facilitate home/school communication.</p>	<p>Flexibility with individual student learning needs and scheduling of coursework. Facilitate home/school communication. Differentiate instruction and allow open-ended/project-based work</p>	<p>Approve acceleration and scheduling. Support flexible grouping. Support alternative curriculum in independent study. Provide resources, including professional development.</p>
<p>Tier 2 7-10% of students Enrichment</p>	<p>Learning contracts, compacting, independent projects, flexible groups, curriculum as needed, intervention/ enrichment groups.</p>	<p>Provide student support to facilitate specific interventions. Communicate with classroom teacher and parent.</p>	<p>Flexibility for student content, process and product. Facilitate home/school communication. Differentiate instruction and allow open ended/project based work.</p>	<p>Support alternative learning options. Provide resources, including professional development.</p>
<p>Tier 1 Universal Classroom Rigorous Curriculum High Quality Instruction Activities to Enrich Learning</p>	<p>Flexible grouping, enrichment learning contracts, learning centers, tiered lessons, whole-to-part teaching and learning, Inquiry-based teaching and learning.</p>	<p>Respond to requests from classroom teachers for resources.</p>	<p>Differentiate instruction and allow open ended/project based work. Facilitate home/school communication.</p>	<p>Provide resources, including professional development.</p>

Program Strategies, Opportunities, and Staff Roles

PROGRAMMING AT THE MIDDLE SCHOOL LEVEL

In grades 6-8, students may be identified for services in the areas of general intellect, specific academic areas, creativity, leadership, and visual and performing arts. Universal classroom instruction should be differentiated to accommodate unique learning needs of all students. Through the RtI process, some students may require Tier 2 and/or Tier 3 interventions/enrichment.

RtI Tier	Middle School Interventions and Strategies	Building and District Coordinator Roles	Teacher Roles	Administrator Roles
Tier 3 1-2% of students Significant Differentiation	Content level acceleration, independent study, cluster grouping, online opportunities, Tier 1 and 2 strategies/interventions.	Facilitate DEP implementation (as needed). Monitor student progress. Identify online opportunities and monitor overall success of on-line opportunities or independent study.	Develop, instruct and evaluate independent study options in their subject area if requested. Communicate student needs with district and building coordinators.	Approve DEP. Support and create scheduling. Inform parents of independent studies and accelerations. Provide resources, including professional development.
Tier 2 7-10% of students Enrichment	Flexible grouping, subject area or grade acceleration, enrichment opportunities, Tier 1 strategies/interventions.	Facilitate the discussion of issues and challenges for high performance learners. Identify students who are eligible for enrichment opportunities. Notify parents of enrichment opportunities.	Develop and utilize a rigorous subject curriculum that follows state standards. Provide high quality instruction and activities that enrich learning and target student talents. Communicate teacher and student needs to coordinators and the appropriate resource people.	Provide resources, including professional development for all staff. Support alternative learning options. Scheduling.
Tier 1 Universal Classroom Rigorous Curriculum High Quality Instruction Activities to Enrich Learning	Differentiation, flexible grouping, enrichment learning, leveled lessons, leveled assignments, independent projects, rigorous, standards-based curriculum.	Support educator differentiation through professional development opportunities, collaboration and resources. Facilitate enrichment group discussions for all grade levels. Foster parent/school communication. Collate data and maintain accurate school and district records.	Develop and utilize a rigorous subject curriculum that follows state standards. Provide high quality instruction and activities that enrich learning. Target students who may need differentiated instruction, communicate teacher and student needs to coordinators the appropriate resource person.	Provide resources, including professional development. Support alternative learning options. Scheduling.

Program Strategies, Opportunities, and Staff Roles

PROGRAMMING AT THE HIGH SCHOOL LEVEL

Students may be identified for services in the areas of general intellect, specific academic areas, creativity, leadership, and visual and performing arts. Universal classroom instruction should be differentiated to accommodate unique learning needs of all students. Through the RtI process, some students may require Tier 2 and/or Tier 3 interventions/enrichment.

RtI Tier	High School Interventions and Strategies	Building and District Coordinator	Teacher Roles	Administrator Roles
<p>Tier 3 1-2% of students Significant Differentiation</p>	<p>Content level acceleration, early graduation, independent study, flexible grouping, online opportunities, Tier 1 and 2 strategies/ interventions.</p>	<p>Facilitate DEP implementation (as needed). Monitor student progress. Identify online opportunities and monitor overall success of on-line opportunities.</p>	<p>Develop, instruct and evaluate independent study options in their subject area if requested, Monitor academic process of on-line opportunities and independent studies.</p>	<p>Approve DEP provide professional development for all staff. Scheduling. Communicate with parents about Youth Options, and independent studies. Approve Youth Options applications. Approve scheduling.</p>
<p>Tier 2 7-10% of students Enrichment</p>	<p>Flexible grouping, subject area/ grade level, acceleration, Tier 1 strategies/ interventions.</p>	<p>Coordinate with departments to determine process and placement of students for content acceleration and flexible grouping (Advanced Placement.) Facilitate the discussion of issues and challenges of high performance learners. Identify students who are eligible for enrichment opportunities. Notify parents of focus groups. Notify students of opportunities for enrichment.</p>	<p>Request assistance for subject acceleration and differentiation within the classroom. Develop and utilize a rigorous subject curriculum that follows state standards. Provide high quality instruction and activities that enrich learning. Target students who may need differentiated instruction.</p>	<p>Support educator differentiation through professional development opportunities, collaboration and resources. Approve scheduling.</p>
<p>Tier 1 Universal Classroom Rigorous Curriculum High Quality Instruction Activities to Enrich Learning</p>	<p>Differentiation, flexible grouping, enrichment learning opportunities, tiered lessons, tiered assignments, independent projects. Self-enrollment in AP classes/Honors classes, as well as a rigorous standards-based curriculum.</p>	<p>Support educator differentiation through professional development opportunities, collaboration and resources. Facilitate enrichment group discussions for all grade levels. Facilitate activities and parent/school communication. Collate data and maintain accurate school and district records.</p>	<p>Develop and utilize a rigorous subject curriculum that follows state standards. Provide high quality instruction and activities that enrich learning. Target students who may need differentiated instruction. Communicate teacher and student needs to coordinator or the appropriate resource person.</p>	<p>Support educator differentiation through professional development opportunities, collaboration and resources. Approve scheduling.</p>

School District of West De Pere

Talent Development Continuum of Programming

A list of grade level opportunities for talent development.

Elementary Offerings

- 1st Grade -
 - Daily scheduled math and literacy enrichment/intervention times
 - App Study (Technology specialists pick an app every month; teachers learn about it; students practice it in the next 2 weeks and create example projects using it)
 - Online math enrichment resources
 - Genius Hour
- 2nd Grade -
 - Daily scheduled math and literacy enrichment/intervention times
 - App Study (Technology specialists pick an app every month; teachers learn about it; students practice it in the next 2 weeks and create example projects using it)
 - Online math enrichment resources
- 3rd Grade -
 - Daily scheduled math and literacy enrichment/intervention times
 - App Study (Technology specialists pick an app every month; teachers learn about it; students practice it in the next 2 weeks and create example projects using it)
 - Online math enrichment resources
 - Spelling Bee
- 4th Grade -
 - Daily scheduled math and literacy enrichment/intervention times
 - Online math enrichment resources
 - Spelling Bee
 - Odyssey, online (licensed) independent math program
 - App Study (Technology specialists pick an app every month; teachers learn about it; students practice it in the next 2 weeks and create example projects using it)
 - Math Counts (works in tandem with the middle school math program)
- 5th Grade -
 - Daily scheduled math and literacy enrichment/intervention times
 - Online math enrichment resources
 - Student Council
 - Spelling Bee
 - Phantom Knight video-conference partnerships
 - Odyssey, online (licensed) independent math program
 - App Study (Technology specialists pick an app every month; teachers learn about it; students practice it in the next 2 weeks and create example projects using it)
 - Genius Hour
 - Band
 - Math Counts (works in tandem with the middle school math program)
 - Knights of Columbus Academic Competitions

Middle School

- 6th Grade -
 - Noon-time enrichment opportunities
 - Student Council
 - Spelling Bee
 - Geography Bee
 - Math enrichment opportunities/differentiated opportunities
 - Genius Hour
 - STEM Lab
 - Forensics
 - French Forensics
 - Jazz Band
 - Knights of Columbus Academic Competitions

- 7th Grade-
 - Noon-time enrichment opportunities
 - National History Day
 - Student Council
 - Spelling Bee
 - Geography Bee
 - STEM Lab
 - Forensics
 - French Forensics
 - Jazz Band
 - Drumline
 - Knights of Columbus Academic Competitions

- 8th Grade -
 - Noon-time enrichment opportunities
 - National History Day
 - Student Council
 - Spelling Bee
 - Geography Bee
 - STEM Lab
 - Forensics
 - French Forensics
 - Jazz Band
 - Drumline
 - Knights of Columbus Academic Competitions

High School

- 9th Grade -
 - Social Studies - AP Human Geography
 - English - Myth to Modern (Honors English Elective)
 - Math - Accelerated College Prep Algebra, Accelerated College Prep Geometry
 - Science - Biology

- 10th Grade -
 - Social Studies - AP European History
 - English - Myth to Modern (Honors English Elective)
 - Math - Accelerated College Prep Geometry
 - Science - Chemistry

- 11th Grade
 - English - Honors English (American Literature and British Literature)
 - Languages - French III, Spanish III

- 12th Grade -
 - English - College Credit English
 - Languages - College Credit French V, College Credit, Spanish V

- 11th - 12th Grade Options
 - Social Studies - AP U.S. History, AP Psychology, AP MacroEconomics
 - Math - College Credit Calculus, AP Computer Science, AP Computer Science Principles
 - Science - AP Physics, AP Chemistry, College Credit Human Anatomy
 - Art - AP Art Studio
 - Music - AP Music Theory
 - Post-Secondary Enrollment through Institute of Higher Education

Elective Courses:

There are a variety of courses available in the subjects of Agriscience, Art, Business & Marketing, Family & Consumer Education, Foreign Language, Theatre Arts, Music, Physical Education, and Technology Education.

Please see High School Course Handbook for detailed course descriptions. ([Handbook Link](#))

Extra-Curricular Offerings:

West De Pere High School also has a variety of extra-curricular activities and clubs to provide students with enrichment opportunities. Please see the high school Co-Curricular Listings document for the full list. ([Co-Curricular List](#))



Appendix A
PARENT NOMINATION FORM
School District of West De Pere Talent Development Plan

Thank you for taking the time to advocate for this child. Once the form is completed, submit it, along with the completed check lists on the following pages, to the school's Coordinator for consideration in identifying students with exceptional needs. Please note that submitting this form does not lead to automatic identification of students as high achieving.

Student Name _____ Date _____ Grade Level _____ Age _____
School _____ Person submitting form: _____
Relationship to child: _____ Contact information: _____

1. Please describe the child's outstanding ability(ies). Consider such areas as reading, language(s), science, social studies, writing, math, art, music, drama, or any other special interest areas.

2. What need(s) does this child have that is/are not currently provided for within the school? Consider emotional as well as academic needs.

3. Describe any handicap or disability that this child has which may inhibit his/her display of talent.

Please attach the checklists on the following pages to support your nomination.

PARENT NOMINATION FORM CHECKLIST
School District of West De Pere Talent Development Plan

Student Name _____ Parent/Guardian Name _____

School: _____ Grade: _____ Birth date: _____

Characteristics	Most of the Time	Some of the Time	Rarely
Recalls facts easily	[]	[]	[]
Expresses self fluently	[]	[]	[]
Is always asking questions	[]	[]	[]
Has a sense of humor	[]	[]	[]
Finds unusual uses for things	[]	[]	[]
Tends to lead/initiate activities	[]	[]	[]
Is curious	[]	[]	[]
Has long attention span	[]	[]	[]
Is easily bored	[]	[]	[]
Avid reader	[]	[]	[]
Mixes with older children and adults	[]	[]	[]
Is impulsive	[]	[]	[]
Is an independent learner	[]	[]	[]
Is concerned about world issues	[]	[]	[]
Enjoys the challenge of difficult problems	[]	[]	[]
Persists in own interests	[]	[]	[]
Persists in assigned tasks	[]	[]	[]
Produces large number of ideas quickly	[]	[]	[]
Connects ideas learned to other subjects	[]	[]	[]

At what age did your child begin to read? Is he/she self-taught? _____

At what age did your child show an understanding of numbers, puzzles, and patterns? _____

Does your child have any unusual interests? If so, what are they? _____

Does your child have an interest in music? If so, what is he/she learning and at what level?

In what activities does your child participate outside of school hours? _____

How does your child respond to adult suggestions and questions?

Does your child use original methods of solving problems? If so, how does he/she combine ideas and materials to do this?

How does your child use reasoning skills to solve a problem? _____

How does your child use his/her free time? _____

Please add any other information you may feel is relevant to the screening process for the Talent Development Plan.



TEACHER NOMINATION FORM
School District of West De Pere Talent Development Plan

Student: _____ **Teacher:** _____

School/Grade: _____ **Date:** _____

Characteristics	Most of the Time	Some of the Time	Rarely
Advanced Vocabulary	[]	[]	[]
Transfers Knowledge	[]	[]	[]
Well-developed sense of humor	[]	[]	[]
Always questioning	[]	[]	[]
Leader, takes control	[]	[]	[]
Concerned about world issues	[]	[]	[]
Completes task in unusual way	[]	[]	[]
Superior reasoning	[]	[]	[]
Curious	[]	[]	[]
Is an avid reader	[]	[]	[]
Highly imaginative	[]	[]	[]
Impulsive	[]	[]	[]
Independent learner	[]	[]	[]
Risk taker	[]	[]	[]
Learns easily and quickly	[]	[]	[]
Persistent in own interests	[]	[]	[]
Persistent in assigned tasks	[]	[]	[]
Perfectionist	[]	[]	[]
Connects ideas learned to other subjects	[]	[]	[]

Other information that will be helpful to know when screening this student:



SELF NOMINATION FORM
School District of West De Pere Talent Development Plan

Name _____

Grade _____

School _____

Age _____

Teacher _____

Subject Area _____

Please respond to the following items within the space provided.

1. Describe any special academic interests and activities in which you are involved.

2. What are you already doing in class to demonstrate your high ability and/or demonstrate your willingness to go above and beyond in the classroom.

3. List leadership positions you have held.

4. List opportunities you have had to display your talent.

5. What steps have you taken to advocate for yourself and your enrichment need?

6. In what way(s) are you looking for additional support and challenge in your current classroom setting

**School District of West De Pere
Visual or Performing Arts Talent Rating Scale**

Student Name	School	Grade
Date	Completed by	Received by

Below are common characteristics that define students with talent in visual or performing arts. Please read the statements carefully and evaluate the student on the following criteria:

Check all that apply:

- Shows strong self-awareness of personal abilities
- Has a concern for developing technical skills
- Demonstrates autonomy and independence
- Displays flexibility based on feedback during instruction
- Connects many styles
- Prefers complexity to simplicity
- Desires education within the domain of interest
- Experiments with new ideas
- Creates in the artistic domain
- Shows imaginative work
- Perceives fine differences in the artistic domain
- Explains his/her process and product or performance
- Generates as many ideas as possible prior to creating original work
- Original work is appreciated by others in the artistic domain
- Sets high standards in the artistic area of interest
- Displays a depth of thinking in their art
- Learns with little or no instruction
- Creates innovative, original work
- Transfers instruction into original work
- Demonstrates a passion for their art

Total Number of boxes checked = _____

Check one:

- I consider this student to have some artistic talent.
- I consider this student an advanced student.
- I consider this student one of the most exceptional students I've taught.

School District of West De Pere

Creativity Rating Scale

Student Name	School	Grade
Date	Completed by	Received by

Below are common characteristics that define students with creative abilities.

Please read the statements carefully and evaluate the student on the following criteria:

Check all that apply:

- Prefers complexity and open-endedness
- Generates unique ideas
- Observes and pays attention to detail
- Uses unique solutions when problem solving
- Views both sides of issues
- Asks probing questions
- Takes risks with confident manner
- Drawn to original and complex ideas
- Resists group pressure, is a non-conformist
- Shows intrigue in open ended challenges
- Has a sense of humor
- Shows strong self-awareness of creative abilities
- Is emotionally sensitive and intuitive
- Reflects on personal creative process
- Views things in unique ways
- Is consistently open to new ideas and experiences
- Displays curiosity about alternate ideas
- Demonstrates a vivid imagination
- Creates unique end products
- Adds details to make ideas more interesting

Total Number of boxes checked = _____

Check one:

- I consider this student to have some creative talent.
- I consider this student to have advanced creative talent.
- I consider this student one of the most exceptional students I've taught in the area of creativity.

School District of West De Pere

Leadership Rating Scale

Student Name	School	Grade
Date	Completed by	Received by

Below are common characteristics that define students with positive leadership traits. Please read the statements carefully and evaluate the student on the following criteria:

Check all that apply:

- Is responsible and reliable; can be counted on to complete a job he/she has volunteered for or has been asked to do
- Is well-liked by classmates and is often sought out by peers
- Is chosen for activities or nominated for positions
- Develops cooperative relationships with peers and adults
- Expresses him/herself well, can articulate ideas and is easily understood by adults and peers
- Sets a personal example of what is expected
- Foresees consequences and implications of decisions
- Demonstrates flexibility in thought and action
- Enjoys being around other people, likes to work with others rather than alone
- Directs the activity in which he/she is involved
- Is recognized by peers as a fair and caring leader
- Takes responsibility for successes and failures
- Motivates others to actively participate without taking on other people's workload
- Accepts or sets challenges and is goal oriented
- Perceives events from the perspective of others
- Understands others and can relate to them
- Recognizes human needs and what motivates others
- Demonstrates independent thought and problem solving skills
- Shows integrity and confidence
- Has the courage to be themselves and stand up for what he/she believes

Total Number of boxes checked = _____

Check one:

- I consider this student to have some leadership traits.
- I consider this student to have advanced leadership traits.
- I consider this student to possess exceptional leadership traits.

Strategies for Supporting Differentiation

Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations and symbolism.
Active Engagement	Instructional strategies that result in relevance and engagement for students.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.
Choice	Provide opportunities for choices and flexibility. Many GT students love the opportunity for choice and given an opportunity will construct their own differentiated choices.
Choice boards, Tic-tac-toe	Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.
Compacting	This strategy should be done at all levels to prevent repetition and re-teaching of content students have already mastered. To compact, the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering the content then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, compacting had a .83 effect size, particularly when math and science content were compacted.
Conceptual Discussions	High-level discussions of themes, concepts, generalizations, issues and problems, rather than a review of facts, terms and details.
Extensions	Offer relevant extension options for learners who need additional challenges.
Flexible Assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content and skills.
Flexible tasks	Allowing students to structure their own projects and investigations according to their strengths and interests.
Flexible project deadlines	Students negotiate for more or less time to complete a learning experience and its matching product or assessment.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher-order thinking skills	Questioning in discussion, or providing activities based on processing that require analysis, synthesis, evaluation, or other critical thinking skills.
Independent study	Students research a teacher or self-chosen topic, developing either traditional or non-traditional products to demonstrate learning.
Jigsaw/Cooperative learning	Just as in a jigsaw puzzle where each piece is important, each student's part is essential for the full completion and full understanding of the final product.
Learning centers or stations	Activity stations that demonstrate awareness of different academic needs and learning style preferences.

Learning contracts	Students negotiate individually with teacher about what and how much will be learned and when product will be due. Often connected with an individual or independent project.
Learning programs	Computer programs or websites to meet learners' needs.
Mini-lessons	Providing levels of scaffolding, support and challenge as needed for students of like ability/need.
Most difficult first	Students can demonstrate a mastery of a concept by completing the five most difficult problems with 85 percent accuracy. Students who demonstrate mastery do not need to practice any more.
Open-ended assignments	Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.
Orbital study	Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.
Pre-assessment	An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.
Problem-based learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teacher takes on the role as "facilitator" of learning.
RAFT	Provides students choice in a writing assignment varying Role, Audience, Format, and Topic.
Subject integration	"Theme-based" units uniting two or more disciplines and their content through a conceptual theme such as "origin," "change" or "friendship."
Tiered assignments	Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Vary levels of complexity	Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.
Vary pacing	Plan to accommodate varied pacing allowing student to move through content at a pace appropriate for their learning needs.
Vary tasks	Provide different homework options, journal prompts, and questions.



School District of West De Pere Differentiated Education Plan Template

Student's Name: _____ Date: _____

School: _____ Current Grade: _____

Team Members:

Testing Information:

Assessment	Score
<u>STATE LEVEL ASSESSMENTS</u>	
<u>DISTRICT ASSESSMENTS</u>	
1. F & P Running Record	1. _
2. Common Writing Assessment	2. _
3. MAP Math	3. _
4. MAP Reading	4. _

Formative assessments and observations:

Summary of results of previous plan(s):

Overall goal for student (may include motivational, social and academic concerns):

Student need(s):

Plan for Differentiated Education

Responsibilities and effective dates:

Student:

Classroom Teacher:

Parents:

School Administration:

Other:

Next Anticipated Review Date:

I agree to abide by the plan as outlined above until the agreed upon review date.

Signatures:

Parent(s): _____ Date _____

Classroom Teacher: _____ Date: _____

Principal: _____ Date: _____

School Counselor: _____ Date: _____

GT Building Coordinator: _____ Date: _____

SCHOOL DISTRICT OF WEST DE PERE
SERVICES TO CHILDREN WITH DISABILITIES

5400.7

It is the intent of this district to provide, or contract for, necessary classes and programs in order to meet the needs of those children between the ages of 3-21 who have been identified as a child with a disability. Children identified as having a disability will be provided a free and appropriate public education in the least restrictive environment (LRE) possible.

Legal Basis for Services

1. IDEA - The Individuals with Disabilities Act, formerly PL 94-142, and its implementing regulations.
2. Subchapter V, Chapter 115 Wisconsin Statutes
3. PI 11 Wisconsin Administrative Code

Definition of Children with Disabilities

Children with disabilities are those children who have been evaluated by an Individualized Educational Program Team (IEP-Team) and determined to have:

1. an impairment in at least one of the following areas: cognitive disability, autism, traumatic brain injury, visual impairment, hearing impairment, speech & language impairment, emotional/behavioral disability, specific learning disability, orthopedic impairment, other health impairment, or significant developmental delay; and
2. a need for special education and related services.

Services Available

The School District of West De Pere is responsible for the provision of services to all resident children identified as having a disability. This district provides services for certain disability areas directly, and contracts services for other disability areas. Contracted service providers typically include, but not limited to:

- Brown County Children With Disabilities Education Board
- Cooperative Educational Service Agencies
- Wisconsin School for the Visually Impaired
- Wisconsin School for the Deaf
- Green Bay Public Schools

SCHOOL DISTRICT OF WEST DE PERE 5400.7 cont'd
SERVICES TO CHILDREN WITH DISABILITIES

Services Through Brown County Children with Disabilities Education Board

1. It is understood and agreed upon by the School District of West De Pere that the Brown County Children with Disabilities Education Board (BCCDEB) will provide the following services:
 - a. Educational programming, placement, and transportation services for district students age 3-21 at Syble Hopp School, whose IEP Teams determined that this was the most appropriate and least restrictive environment. BCCDEB staff will be members of the IEP Teams when such placements are being considered.
 - b. Educational programming for district students who are placed in Early Childhood (EC) and K-8 Cognitive Disabilities programs within district facilities. BCCDEB is responsible for the provision and supervision of staff for these programs, with district consultation and input.
 - c. Transportation for district students in the Early Childhood program.
2. Establishment, withdrawal and dissolution or any other changes in this policy regarding programs for children with exceptional educational needs would be subject to 115.817 of the Statutes of Wisconsin.
3. This policy supersedes any policy previously adopted regarding educational services provided by Brown County Children with Disabilities Education Board.

Special education services are provided in the LRE. The LRE exists on a continuum, ranging from full-time placement in the general education setting with non-disabled peers, to full-time residential placement. Deciding what the LRE is for each child is based upon type of disability, level of severity, and other factors specific to the individual child.

Wherever these services are delivered, children with disabilities are to be a part of the total educational program and as such, all school policies will apply to them except when appropriate exemptions are developed by the IEP Team.

Close cooperation of parents is desirable and necessary. Due process rights built into the special education process encourages complete parental involvement throughout.

The administration shall develop and adopt needed regulations and procedures, including handbooks, to explain and implement necessary programs for children with disabilities.

ADOPTED:: 12/16/75

REVISED: 8/15/91, 11/17/94, 12/16/99, 3/21/02, 1/17/08

SCHOOL DISTRICT OF WEST DE PERE

Special Education

Policies and Procedures

PREFACE

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. The information contained herein is an adaptation of DPI's document, *Model Local Educational Agency Special Education Policies and Procedures*, which was developed to help local educational agencies meet their obligation to establish and implement special education requirements.

The state special education statutes, Subchapter V, Chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the following policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. Because specific policies and procedures frequently contain language from more than one legal source, citations are not provided. The underlying law can be found by using the following tools:

1. the index to the IDEA Regulations found at Appendix B to 34 CFR Part 300, beginning on page 12481;
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

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Definitions

For the purpose of these policies, the following definitions apply:

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability.
- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - Y evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - Y purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children;
 - Y selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
 - Y coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - Y training or technical assistance for the child or, if appropriate, the child's family; and
 - Y training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.
- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.
- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school.
- "Child caring institution" means a child welfare agency licensed under § 48.60, Wis. Stats.
- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
 - Y cognitive disabilities;
 - Y hearing impairments;
 - Y speech or language impairments;
 - Y visual impairments;
 - Y emotional disturbance;
 - Y orthopedic impairments;
 - Y autism;
 - Y traumatic brain injury;
 - Y other health impairments; and/or
 - Y learning disabilities.

If the local educational agency determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

- "Consent" means:
 - Y the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - Y the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - Y the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i. e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].
- "Day" means calendar day unless otherwise indicated as business day or school day.
- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.
- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974.
- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.
- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the child's individualized education program, and at no cost to the parents of the child.
- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education and are provided in conformity with an individualized education program.
- "General curriculum" means the same curriculum as for nondisabled children.
- "Hearing officer" means an independent examiner appointed to conduct hearings under § 115.80, Wis. Stats.
- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.
- "Include" means the items named are not all of the possible items that are covered whether like or unlike the ones named.
- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.
- "Individualized educational program" means a written statement for a child with a disability that is developed, reviewed and revised in accordance with § 115.787, Wis. Stats.
- "Local educational agency," except as otherwise provided, means the school district in which the child with a disability resides, the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services, or the Department of Corrections if the child with a disability resides in a Type I secured correctional facility, as defined in § 938.02(19), Wis. Stats., or a Type I prison, as defined in § 301.01(5), Wis. Stats.
- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).
- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.
- "Parent" means any of the following: a biological parent; a husband who has consented to the artificial insemination of his wife under § 891.40; a male who is presumed to be the child's father under § 891.41; a male who has been adjudicated the child's father under Subch. VIII of Ch. 48, under §§ 767.45 to 767.51, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state; an adoptive parent; a legal guardian; a person acting as a parent of a child; a person appointed as a sustaining parent under § 48.428; or a person assigned as a surrogate parent under § 115.792(1)(a)2; a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

"Parent" does not include any person whose parental rights have been terminated; the state or a county or a child welfare agency if a child was made a ward of the state or a county or child welfare agency under Ch. 880 or if a child has been placed in the legal custody or guardianship of the state or a county or a child welfare agency under Ch. 48 or Ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

- "Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. The local educational agency only permits a foster parent to act as a parent of a child if the natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law; and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under the Act and has no interest that would conflict with the interests of the child.
- "Participating agency" means a state or local agency other than the local educational agency that is financially and legally responsible for providing transition services to the student.

Y "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

- "Personally identifiable" means that information includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.
- "Private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities.
- "Qualified" means a person has met the Department of Public Instruction-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which he/she is providing special education or related services.
- "Related services" means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. In this definition:

Y "Audiology" includes:

- identification of children with hearing loss;
- determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
- provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
- creation and administration of programs for prevention of hearing loss;
- counseling and guidance of pupils, parents and teachers regarding hearing loss; and
- determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.

Y "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.

Y "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

Y "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.

Y "Occupational therapy" includes:

- improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- preventing, through early intervention, initial or further impairment or loss of function.

Y "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, including:

- teaching students spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
- teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and

- other concepts, techniques, and tools, as determined appropriate.
- Y "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program.
- Y "Physical therapy" means services provided by a qualified physical therapist.
- Y "Psychological services" includes:
 - administering psychological and educational tests, and other assessment procedures;
 - interpreting assessment results;
 - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
 - planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - assisting in developing positive behavioral intervention strategies.
- Y "Recreation" includes:
 - assessment of leisure function;
 - therapeutic recreation services;
 - recreation programs in schools and community agencies; and
 - leisure education.
- Y "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- Y "School health services" means services provided by a qualified school nurse or other qualified person.
- Y "Social work services in schools" includes:
 - preparing a social or developmental history on a child with a disability;
 - group and individual counseling with the child and family;
 - working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
- Y "Speech-language pathology services" includes:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;
 - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- Y "Transportation" includes:
 - travel to and from school and between schools;
 - travel in and around school buildings; and
 - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
- "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.
- "Secondary school" means a nonprofit institutional day or residential school that provides secondary education, as determined under Wisconsin law, except that it does not include any education beyond grade 12.
- "Special education" means specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including:
 - Y instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
 - Y instruction in physical education;
 - Y speech-language pathology services, or any other related service, if the service consists of specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, and is considered special education rather than a related service under Wisconsin standards;

- Y travel training if it consists of specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability; and
- Y vocational education if it consists of specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

The terms in the definition of special education are defined as follows:

Y "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

Y "Physical education" means the development of:

- physical and motor fitness;
- fundamental motor skills and patterns; and
- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education and motor development.

Y "Specially-designed instruction" means adapting content, methodology or delivery of instruction:

- to address the unique needs of an eligible child under this part that result from the child's disability and
- to ensure access of the child to the general curriculum, so he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Y "Travel training" means providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to:

- enable them to develop an awareness of the environment in which they live and
- learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).

Y "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

- "Substantial evidence" means beyond a preponderance of the evidence.
- "Supplementary aids and services" means aids, services and other supports that are provided in regular education classes or other education-related settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.
- "Transition services" means a coordinated set of activities for a student with a disability:

Y Is designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;

Y is based on the individual student's needs, taking into account the student's preferences and interests; and

Y includes:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and
- if appropriate, acquisition of daily living skills and functional vocational evaluation.

- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

FULL EDUCATIONAL OPPORTUNITY GOAL

It is the goal of the local educational agency to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The local educational agency provides nonacademic and extra-curricular services and activities that afford children with disabilities an equal opportunity for participation.

FREE APPROPRIATE PUBLIC EDUCATION

GENERAL. All children with disabilities for whom the local educational agency is responsible, including non-resident children attending the local educational agency under the Full-Time Open Enrollment law, § 118.51, Wis. Stats., are provided a free appropriate public education. Special education and related services are provided to all resident children with disabilities, including, as required by 34 CFR § 300.121(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. The special education and related services provided to children addresses all of their special education and related services needs.

The local educational agency provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma.

The local educational agency ensures that an individualized education program is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's individualized education program team determines when the individualized education program services will begin.

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

The local educational agency admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a resident child with a disability, the local educational agency provides transportation, except:

- if there is a plan of transportation under the state statute that authorizes County Children with Disabilities Education Boards, the County Children with Disabilities Education Board provided transportation and
- if the child is a non-resident child attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides the transportation.

After a child with a disability has been removed from his or her current placement for more than ten school days in a school year, for any subsequent removals, the local educational agency provides services necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the child's individualized education program goals. These services are provided when school personnel remove a child for not more than ten consecutive school days as long as that removal does not constitute a change of placement. In such a case, school personnel, in consultation with the child's special education teacher, determine the extent of the services.

When the local educational agency conducts a manifestation determination and determines that the behavior at issue is not a manifestation of the child's disability, the local educational agency provides services necessary to enable a child to appropriately progress in the general curriculum and appropriately advance toward achieving the individualized education program goals during a period of removal. In such a case, the child's individualized education program team determines the extent of the services.

The local educational agency provides services consistent with requirements relating to an appropriate interim alternative educational setting, if the removal is:

- for drug or weapons offenses under the law; or
- based on a hearing officer decision that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

HEARING AIDS. The local educational agency ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

PHYSICAL EDUCATION. Physical education services, specially designed if necessary, are made available to every child with a disability. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's individualized education program.

If specially-designed physical education is prescribed in a child's individualized education program, the local educational agency provides the services directly or makes arrangements for those services to be provided through other public or private programs. The local educational agency ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

ASSISTIVE TECHNOLOGY. The local educational agency makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's individualized education program team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

EXTENDED SCHOOL YEAR. The local educational agency ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's individualized education program team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The local educational agency does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

PARTICIPATION IN ASSESSMENTS. Children with disabilities, including non-resident children attending the local educational agency under the Full-Time Open Enrollment law, are included in state-wide and district-wide assessments with appropriate accommodations and modifications if necessary. Those children who cannot participate in state-wide or district-wide assessments participate in alternative assessments. Needed accommodations and modifications or alternate assessments are identified by the individualized education program team and are specified in the child's individualized education program.

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

The local educational agency may provide special education and related services to children with disabilities who are less than three years of age under an interagency agreement with the county agency responsible for early intervention programs.

When the local educational agency uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the local educational agency does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
 - Y decrease available lifetime coverage or any other insured benefit,
 - Y result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the child outside of the time the child is in school,
 - Y increase premiums or lead to the discontinuation of insurance or
 - Y risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the local educational agency proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the local educational agency:

- obtains informed parent consent in accordance with the law; and
- informs the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

The local educational agency ensures there is no delay in implementing a child's individualized education program including any case in which the payment source for providing or paying for special education and related services to the child is being determined.

Except for the circumstances provided for in § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the local educational agency pays tuition charges instead of the school district in which the child resides.

PUBLIC INFORMATION

The local educational agency regularly publicizes information about its special education procedures and services. Further, the local educational agency makes available to any person, upon request, all documents relating to the local educational agency's eligibility for state and federal special education funds. Any state or federal aid that is made available to the local educational agency for special education and related services are used by the local educational agency to comply with the requirements of special education law.

If the local educational agency receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the local educational agency until the Department of Public Instruction is satisfied the local educational agency is complying with that requirement, the local educational agency gives public notice of the pending state actions.

CHILD FIND

GENERAL. The local educational agency identifies, locates and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are not yet three years of age, highly mobile children such as migrant and homeless children and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

The local educational agency locates, identifies and evaluates all private school children with disabilities, including religious-school children residing in the jurisdiction of the local educational agency. The activities undertaken to carry out this responsibility for private school children with disabilities are comparable to activities undertaken for children with disabilities in the local educational agency. The local educational agency consults with appropriate representatives of private school children with disabilities on how to locate, identify, and evaluate private school children with disabilities. The local educational agency ensures the confidentiality of data collected and used to meet the requirements of child identification are protected pursuant to the confidentiality requirements of the law.

REFERRAL. In the School District of West De Pere the fixed point of referral is the Director of Student Services. Upon receipt of a referral, the Director signs and dates the referral. This commences the 90-day timeline for evaluation and placement.

The district solicits and receives referrals of students with suspected disabilities from all persons who have reasonable cause to believe that such disabilities exist.

Prior to making a referral, all referral sources are encouraged to confer with the school psychologist where the student attends or will attend in the case of pre-school children. The school psychologist will advise and assist the staff member to readily access the Student Assistance Team (SAT) process to aid in the appropriate documentation of previous interventions attempted and their effects on the student's educational performance. This process may also serve to inform the parents of the intent to make a referral, and as much as possible, involve parents in the decision making process of the referral and other interventions. The Student Assistance Team may make recommendation for further interventions or resources appropriate for the student prior to referral or may expedite immediate referral and evaluation of the students needs for special education interventions. These consultative efforts shall focus on appropriate interventions to be attempted or documented in the regular education environment prior to evaluation and/or placement for special educational services. It will not pre-empt or replace evaluation for special education eligibility purposes where such is appropriate.

If a staff member, parent, or any individual knowledgeable about the student wishes to immediately submit a referral in writing, they will be aided in doing so by the school psychologist. All written referrals will be accepted upon the documentation that the parent has been informed of the intent to refer. This may be done in writing, in a conference, or by telephone. The date and means of notification are documented on the referral form. If the referral is made by other than district staff, the fixed point of referral ensures that parents are informed of the referral.

A referral must be in writing. It must include the child's name, reasons for the referral, and why the person making the referral believes that the child is a child with a disability.

Once the referral has been officially received, it is logged, and forwarded to the case manager. The case manager will then follow up with the parents/guardians as required by law.

INDIVIDUALIZED EDUCATION PROGRAM TEAM

The local educational agency establishes an individualized education program team for each child referred to the local educational agency, including children attending the local educational agency under the Full-Time Open Enrollment law.

PARTICIPANTS. The individualized education program team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment;
- at least one special education teacher who has extensive and recent training and experience related to the child's known or suspected disability or, where appropriate, at least one special education provider of the child;
- a representative of the local educational agency:
 - Y who is qualified to provide or supervise the provision of special education,
 - Y who is knowledgeable about the general curriculum,
 - Y who is knowledgeable about the availability of and authorized to commit the resources of the local educational agency and
 - Y who may be another local educational agency member of the IEP team if the criteria above are met;
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team participant;
- when determining the child's educational placement, individuals who are knowledgeable about the child and the placement options;
- at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate (the determination of the individual's knowledge or special expertise is made by the party [parents or public local educational agency] who invited the individual to be a member of the individualized education program);
- whenever appropriate, the child;
- when transition is being discussed, other agencies who may be responsible for the provision or payment of transition services; and
- when the purpose of the meeting will be consideration of transition services, the student.

If an invited agency does not send a representative to the meeting, the local educational agency takes other steps to obtain the agency's participation in planning transition services. If the student does not attend the individualized education program meeting, the local educational agency takes other steps to ensure consideration of the student's preferences and interests.

PARENT PARTICIPATION IN INDIVIDUALIZED EDUCATION PROGRAM TEAM MEETINGS. The local educational agency takes steps to ensure that one or both of the parents of a child with a disability are present at each individualized education program meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance and
- informs the parents of the provisions in these policies relating to the participation of other individuals on the individualized education program team who have knowledge or special expertise about the child.

For a student with a disability beginning at age 14, or younger, if appropriate, the notice also:

- indicates *that a purpose of the meeting will be the development of the required statement of the transition services needs of the student and*
- indicates that the local educational agency will invite the student.

For a student with a disability beginning at age 16, or younger, if appropriate, the notice:

- indicates a purpose of the meeting is the consideration of needed transition services for the student;
- indicates the local educational agency will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference telephone calls.

The local educational agency conducts meetings without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the individualized education program meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. The local educational agency gives the parent a copy of the child's individualized education program at no cost to the parent.

INDIVIDUALIZED EDUCATION PROGRAM TEAM DUTIES. The individualized education program team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- if the child being evaluated is a non-resident child attending the local educational agency under the Full-Time Open Enrollment law as part of its initial evaluation of the child and as part of any reevaluation of the child, the local educational agency's individualized education program team collaborates with appropriate personnel designated by the school board of the child's school district of residence;
- develops an individualized education program for the child;
- develops the child's individualized education program in collaboration with appropriate personnel designated by the school board of the school district in which the child resides, if a non-resident child is attending the local educational agency under the Full-Time Open Enrollment law; and
- determines the special education placement for the child, including a preschool child, in conformity with the least restrictive environment policies of the local educational agency.

TIMELINE. The local educational agency provides a notice of placement to the parents within 90 calendar days from the receipt of the referral or the initiation of a reevaluation. Before the expiration of the 90-day period, if an extension is needed the local educational agency informs the child's parents of the need and reasons for an extension. The local educational agency requests the child's parent to agree in writing to a specific extension of time beyond the 90-day period. If parental approval cannot be obtained, the local educational agency may request an extension from the Department of Public Instruction, Division for Learning Support: Equity and Advocacy, before the expiration of the 90-day period. The local educational agency informs the division of the reasons for the request and demonstrates that it has acted in good faith and that there is good cause for an extension.

At the beginning of any meeting to address the evaluation, individualized education program, or placement, the local educational agency informs the child's parents of their right to additional time and their right to a copy of the evaluation report. If the parents of the child or local educational agency staff determines at any point during the process of evaluation, development of the individualized education program, or placement, that additional time is needed to permit meaningful parent participation, the local educational agency provides it.

EVALUATION

GENERAL. As part of an initial evaluation of a child and as part of any reevaluation of a child, the individualized education program team and other qualified professionals, as determined by the local educational agency:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based assessments and observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, and the qualifications of the evaluators that are needed, to determine:
 - Y whether the child has a particular category of disability or, in case of a reevaluation of a child, whether the child continues to have such a disability;
 - Y the present levels of performance and educational needs of the child;
 - Y whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and/or
 - Y whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's individualized education program and to participate, as appropriate, in the general curriculum.

The local educational agency does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the local educational agency requires consent for all children.

The local educational agency notifies the parents of the child, in accordance with the notice provisions in the law, of any evaluation procedures the agency proposes to conduct, the qualifications of the individuals who will conduct the evaluation and their names, if known.

The local educational agency obtains informed consent from the child's parent before administering tests or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

If the child being evaluated is a non-resident child attending the local educational agency under the Full-Time Open Enrollment law as part of its initial evaluation of the child and as part of any reevaluation of the child, the local educational agency's individualized education program team collaborates with appropriate personnel designated by the school board of the child's school district of residence.

Each individualized education program team participant who administers tests, assessments or other evaluation materials as part of an evaluation or reevaluation of a child prepares and makes available to all team participants at a team meeting a written summary of the participant's findings that will assist with program planning.

INDIVIDUALIZED EDUCATION PROGRAM TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION). Following a review of existing data and administration of tests and other evaluation materials (if any), the individualized education program team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the individualized education program team does not determine that the child is a child with a disability solely because the child has received insufficient instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the local educational agency draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

REEVALUATION. In conducting reevaluations, the individualized education program team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability and
- reevaluates a child with a disability in accordance with the law if the local educational agency determines that conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every 3 years.

The local educational agency obtains informed consent from the child's parent before administering new tests and other evaluation materials. The local educational agency proceeds without consent only if the local educational agency has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an individualized education program meeting without a parent in attendance.

If the individualized education program team finds no additional information is needed to determine whether a child continues to be a child with a disability, the local educational agency notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability. The local educational agency conducts such an assessment if the parent requests it.

EVALUATION REPORT. If the individualized education program team determines a child is or continues to be a child with a disability, the team prepares an evaluation report that includes documentation of the determination of eligibility. The local educational agency asks each individualized education program team participant if he or she wants a copy of the evaluation report or additional time before the team develops the child's individualized education program. If any individualized education program team participant requests a copy of the evaluation report at any point in the process of developing the child's individualized education program or considering the child's educational placement, the local educational agency gives a copy of the report to each individualized education program team participant before continuing with the process. If no individualized education program team participant requests a copy of the evaluation report, the local educational agency gives a copy to the child's parents with the notice of placement.

If the individualized education program team determines a child is not a child with a disability, the team prepares an evaluation report. The report identifies any educational needs of the child and any services offered by the local educational agency from which the child may benefit and includes information about any programs and services, other than those offered by the local educational agency, that may benefit the child. The local educational agency gives a copy of the evaluation report to the child's parents with the notice that the child does not have a disability.

EVALUATION SAFEGUARDS. When a local educational agency evaluates a child with a disability, it:

- ensures materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure they measure the extent to which the child has a disability and needs special education rather than measuring the child's English language skills and
- administers such tests and other evaluation materials as may be needed to produce the data necessary to make the determinations listed above.

The individualized education program team:

- does not use any single procedure as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors; and
- Ensures all of the following:
 - Y tests and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
 - Y any standardized tests given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such tests;
 - Y the child is assessed in all areas of suspected disability; and
 - Y assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

The local educational agency gathers relevant functional and developmental information about the child using a variety of assessment tools and strategies, including information provided by the parent and information related to enabling the child to be involved in and progress in the general

curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program.

If an assessment is not conducted under standard conditions, the local educational agency includes in the evaluation report a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test or the method of test administration).

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

The local educational agency ensures tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

The local educational agency ensures tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

ADDITIONAL REQUIREMENTS FOR LEARNING DISABILITIES. For evaluation of a child suspected of having a learning disability, the following additional requirements are met:

- The determination of whether a child suspected of having a specific learning disability is a child with a disability is made by the child's parents and a team of qualified professionals which includes:
 - Y the child's regular teacher; or
 - Y if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
 - Y for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.
- At least one member of the individualized education program team, other than the child's regular teacher, observes the child's academic performance in the regular classroom setting. In the case of a child of less than school age or out of school, a team member observes the child in an environment appropriate for a child of that age.
- The individualized education program team evaluation report includes a statement of:
 - Y whether the child has a specific learning disability;
 - Y the basis for making that determination;
 - Y the relevant behavior noted during observation of the child;
 - Y the relationship of that behavior to the child's academic functioning;
 - Y the educationally relevant medical findings, if any;
 - Y whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - Y the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- Each individualized education program team participant certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the individualized education program team participant's conclusions, the participant submits a separate statement presenting his or her conclusions.

DETERMINATION OF ELIGIBILITY

An evaluation conducted by an IEP team under s. 115.782, Stats., shall focus on the consideration of information and activities that assist the IEP team in determining how to teach the child in the way he or she is most capable of learning. Specifically, the IEP team shall meet the evaluation criteria specified under s. 115.782 (2) (a), Stats., when conducting tests and using other evaluation materials in determining a child's disability.

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has an impairment under s. PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under s. 115.782, Stats., conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.

- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum or other supports.

AREAS OF IMPAIRMENT

All provisions in these policies shall be construed consistent with 20 USC 1400 et. seq. and the regulations promulgated thereunder.

AUTISM. Autism means a developmental disability significantly affecting a child's social interaction and verbal and non-verbal communication, generally evident before age 3, that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance as defined in PI 11.36 (7).

The results of standardized or norm—referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion—referenced assessments, achievement assessments, observation and work samples, shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age—appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

COGNITIVE DISABILITY. Cognitive disability means significantly subaverage intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects educational performance. The IEP team may identify a child as having a cognitive disability if the child meets the criteria under 1.a. or b., 2. and 3.a. or b. as follows:

- 1.a. The child has a standard score of 2 or more standard deviations below the mean on at least one individually administered intelligence test developed to assess intellectual functioning.
- b. The child has a standard score between 1 and 2 standard deviations below the mean on at least one individually administered intelligence test, the child has been documented as having a cognitive disability in the past, and the child's condition is expected to last indefinitely.

2. The child has deficits in adaptive behavior as demonstrated by a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, such as:
 - a. Communication.
 - b. Self-care.
 - c. Home living skills.
 - d. Social skills.
 - e. Appropriate use of resources in the community.
 - f. Self-direction.
 - g. Health and safety.
 - h. Applying academic skills in life.
 - i. Leisure.
 - j. Work.
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in at least 2 of the following areas: academic readiness, comprehension of language or communication, or motor skills.
- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, or mathematics.

NOTE: Cognitive disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.

EMOTIONAL BEHAVIORAL DISABILITY. Emotional behavioral disability, pursuant to s. 115.76 (5) (a) 5, Stats., means social, emotional or behavioral functioning that so departs from generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills.

The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par. (a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Y Inability to develop or maintain satisfactory interpersonal relationships.
 - Y Inappropriate affective or behavior response to a normal situation.
 - Y Pervasive unhappiness, depression or anxiety.
 - Y Physical symptoms, pains or fears associated with personal or school problems.
 - Y Inability to learn that cannot be explained by intellectual, sensory or health factors.
 - Y Extreme withdrawal from social interactions.
 - Y Extreme aggressiveness for a long period of time.
 - Y Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

HEARING IMPAIRMENT. Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under ch. 459, Stats., shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY. Specific learning disability, pursuant to s. 115.76 (5) (a) 10., Stats., means a severe learning problem due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do mathematical calculations, despite appropriate instruction in the general education curriculum. Specific learning disability may include conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The IEP team shall base its decision of whether a child has a specific learning disability on formal and informal assessment data on intellectual ability, academic achievement, and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, student work samples, interviews, observations, and an analysis of the child's response to previous interventions, classroom expectations, and curriculum in accordance with s. 115.782, Stats. The IEP team may identify a child as having a specific learning disability if all of the following are true:

- Classroom achievement. Upon initial identification, the child's ability to meet the instructional demands of the classroom and to achieve commensurate with his or her age and ability levels is severely delayed in any of the following areas:
 - Y Oral expression.
 - Y Listening comprehension.
 - Y Written expression.
 - Y Basic reading skill.
 - Y Reading comprehension.
 - Y Mathematical calculation.
 - Y Mathematical reasoning.
- Significant discrepancy. Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas above and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument. The IEP team may base a determination of significant discrepancy only upon the results of individually administered, standardized achievement and ability tests that are reliable and valid. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures. This regression procedure shall be used except under any of the following conditions:
 - Y The regression procedure under this subdivision may not be used to determine a significant discrepancy if the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age.
 - Y If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the areas classroom achievement cited above using other empirical evidence.
 - Y If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off, the child's performance in any of the areas in classroom achievement cited above is variable, and the IEP team determines that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the IEP team may consider that a significant discrepancy exists.
- Information processing deficit. The child has an information processing deficit that is linked to the child's classroom achievement delays and to the significant discrepancy. An information processing deficit means a pattern of severe problems with storage, organization, acquisition, retrieval, expression, or manipulation of information rather than relative strengths and weaknesses. The IEP team shall document the reasons for and data used to make its determination that the child has an information processing deficit.

The IEP team may not identify a child as having a specific learning disability if it determines that the significant discrepancy between ability and achievement is primarily due to environmental, cultural or economic disadvantage or any of the reasons specified under s. 115.782 (3) (a), Stats., or any of the impairments under s. 115.76(5), Stats., except s. 115.76 (5) (a) 10.

If the IEP team is concerned that a child has a significant discrepancy in oral expression or listening comprehension, the IEP team shall include a person qualified to assess speech and language impairments.

A child who is found to have a significant discrepancy between ability and achievement in the single area of oral expression or listening comprehension and who meets criteria for speech and language impairment under s. PI 11.36 (5) shall be considered to have a primary impairment in the area of speech and language.

At least one observation in the general classroom setting by a team member other than the classroom teacher shall be conducted.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section, unless the significant discrepancy between ability and achievement is now primarily due to environmental, cultural or economic disadvantage or any of the reasons specified under s. 115.782 (3) (a), Stats., or any of the impairments under s. 115.76 (5), Stats., except s. 115.76 (5) (a) 10. If a child with a specific learning disability performs to generally accepted performance expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

ORTHOPEDIC IMPAIRMENT. Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations and fractures or burns that cause contractures.

OTHER HEALTH IMPAIRMENT. Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions which adversely affects a child's educational performance.

NOTE: With respect to the eligibility criteria under s. PI 11.36, in September 1991 the U.S. department of education issued a memorandum clarifying state and local responsibilities for addressing the educational needs of children with attention deficit disorder (ADD). (See 18 IDELR 116). As a condition of receipt of federal funds under the Individuals with Disabilities Act (IDEA), the state and local school districts are bound to comply with the federal policy outlined in that memo. (See e.g., Metropolitan School District of Wayne Township, Marion County, Indiana v. Davila, 969 F. 2d 485 (7th cir. 1992)).

Pursuant to that federal policy memo, a child with ADD is neither automatically eligible nor ineligible for special education and related services under Ch. 115, Stats. In considering eligibility, an IEP team must determine whether the child diagnosed with ADD has one or more impairments under this section and a need for special education. For example, pursuant to the federal policy memo, a child with ADD may be eligible for special education and related services under Ch. 115, Stats., if the child meets the eligibility criteria for "other health impaired" or any other impairment enumerated in this section. In addition, 34 CFR 300.7(c)(9)(i) now specifically lists ADD and attention deficit hyperactivity disorder among the health problems which may result in disability based on other health impairment. A copy of the federal policy may be obtained by writing the Special Education Team, Division for Learning Support: Equity and Advocacy, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

SIGNIFICANT DEVELOPMENTAL DELAY. Significant developmental delay means children, ages 3, 4 and 5 years of age or below compulsory school attendance age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected handicapping conditions, including cognitive disability, orthopedic impairment, visually handicapped, hearing handicapped, learning disability, speech and language handicapped, emotional disturbance, autism, traumatic brain injury or other health impairment are considered before identifying a child's primary handicapping condition as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.

- Cognitive activity, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.
- Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history, including results from vision and hearing screening and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver, or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments shall be used to document significant delays of at least one and one-half standard deviations below the mean in 2 or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments, such as criterion referenced measures, shall be used to document the significant delays.

SPEECH OR LANGUAGE IMPAIRMENT. Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
 - Y The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
 - Y Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.
- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
 - Y Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
 - Y Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
 - Y The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.
- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY. Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician shall be considered.

VISUAL IMPAIRMENT. Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
 - Y Central visual acuity of 20/70 or less in the better eye after conventional correction.
 - Y Reduced visual field to 50° or less in the better eye.
 - Y Other ocular pathologies that are permanent and irremediable.
 - Y Cortical visual impairment.
 - Y A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

MEETINGS TO DEVELOP, REVIEW OR REVISE AN INDIVIDUALIZED EDUCATION PROGRAM

INDIVIDUALIZED EDUCATION PROGRAM IN EFFECT. At the beginning of each school year the local educational agency has in effect an individualized education program for each child with a disability within its jurisdiction. The local educational agency ensures that a meeting to develop an individualized education plan for the child is conducted within 30 days of a determination that the child needs special education and related services. The local educational agency ensures an individualized education program is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the individualized education program is developed. The local educational agency develops and implements an individualized education program for each child with a disability served by that agency including children placed in or referred to a private school or facility by the local educational agency.

The local educational agency ensures each child's individualized education program is accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation. The local educational agency ensures each teacher and provider responsible for implementing a child's individualized education program is informed of his or her specific responsibilities related to implementing the child's individualized education program and the specific accommodations, modifications and supports that must be provided for the child in accordance with the individualized education program. The local educational agency provides special education and related services to a child with a disability in accordance with the child's individualized education program and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the individualized education program.

INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT

In developing, reviewing and revising each child's individualized education program, the individualized education program team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial evaluation or most recent reevaluation of the child and, as appropriate, the results of the child's performance on any general state-wide or district-wide assessment programs.

The individualized education program team:

- considers, when appropriate, strategies including positive behavioral interventions and supports to address behavior in the case of a child whose behavior impedes his or her learning or that of others;
- considers the language needs of the child as such needs relate to the child's individualized education program in the case of a child with limited English proficiency;
- provides for instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the individualized education program team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- considers the communicative needs of the child and, in the case of a child who is hearing impaired, consider the child's language and communicative needs, opportunities for direct communications with peers and professional personnel in the child's language and communicative mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communicative mode; and
- considers whether the child requires assistive technology devices and services.

If when considering these special factors, the individualized education program team determines a child needs a particular device or services in order to receive a free appropriate public education, the individualized education program team includes a statement to that effect in the individualized education program.

The child's regular education teacher, as a participant on the individualized education program team, participates in the development of the individualized education program of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and strategies, supplementary aids and services, program modifications and support for school personnel.

The local educational agency gives a copy of the individualized education program to the child's parents with the notice of placement.

INDIVIDUALIZED EDUCATION PROGRAM REVIEW

The individualized education program team reviews the child's individualized education program periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the individualized education program as appropriate to address:

- any lack of expected progress toward the annual goals and in the general curriculum,
- the results of any reevaluation,
- information about the child provided to or by the parents,
- the child's anticipated needs and
- other matters.

To the extent appropriate, the regular education teacher of the child, as a participant on the individualized education program team, participates in the review and revision of the individualized education program of the child.

If a participating agency, other than the local educational agency, fails to provide transition services, the local educational agency reconvenes the individualized education program team to identify alternative strategies to meet the transition objectives for the child set out in the individualized education program.

INDIVIDUALIZED EDUCATION PROGRAM CONTENT

The individualized education program for each child with a disability includes:

- a statement of the child's present level of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child including benchmarks or short-term objectives related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum and to meeting each of the child's other educational needs that result from the child's disability;
- a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child to:
 - Y advance appropriately toward the annual goals;
 - Y be involved and progress in the general curriculum and participate in extracurricular and other non academic activities; and
 - Y be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual modifications in the administration of any state-wide or local educational agency assessment of pupil achievement that are needed for the child to participate in the assessment;
- if the individualized education program team determines a child will not participate in a particular state-wide or local educational agency assessment of pupil achievement or part of such an assessment, a statement indicating why that assessment is not appropriate for the child and how the child will be assessed through alternative means;
- the projected date for the beginning of the services and modifications described in the individualized education program and the anticipated frequency, duration and location of those services and modifications;
- beginning when the child attains the age of 14 and younger, if appropriate, and annually thereafter until the child is no longer eligible for special education and related services, a statement of transition service needs of the student under the applicable components of the individualized education program that focuses on the courses of study needed to prepare the child for a successful transition to his or her goals for life after secondary school such as participation in advanced placement courses or a vocational education program;
- for each student beginning at age 16, or younger if that is determined to be appropriate by the individualized educational program team, and annually thereafter until the child is no longer eligible for special education and related services, a statement of needed transition services for

the student including, when appropriate, a statement of the interagency responsibilities or any cooperative arrangements between and among persons;

- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a statement indicating how the child's progress toward the annual goals will be measured; and
- a statement of how the child's parents will be regularly informed, at least as often as parents are informed of their nondisabled children's progress, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the effective period of the individualized education program.

If a participating agency other than the local educational agency fails to provide the transition services described in the individualized education program, the local educational agency reconvenes the individualized education program team to identify alternative strategies to meet the transition objectives for the child set out in the individualized education program.

PLACEMENT

The local educational agency ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's individualized education program. The individualized education program team makes placement decisions. The placement is based upon and implements the child's individualized education program and is determined at least annually.

LEAST RESTRICTIVE ENVIRONMENT. The local educational agency ensures the following:

- Unless the individualized education program requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The local educational agency ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The local educational agency ensures a continuum of alternative placements is available and will be used that includes regular education, special classes or programs, special schools, home instruction, hospitals and institutions.
- The continuum makes provision for supplementary aids and services that are provided in conjunction with regular classroom instruction such as resource rooms or itinerant instruction.
- The local educational agency provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability can participate with nondisabled children to the maximum extent appropriate to the needs of that child.

NOTICE OF PLACEMENT. Following the development of the individualized education program, a notice of placement is sent to the child's parent(s). The notice includes the way in which the parents may obtain a description of the procedural safeguards.

CONSENT FOR PLACEMENT. The local educational agency obtains written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

RELATED SERVICE: PHYSICAL AND OCCUPATIONAL THERAPY

If a child is suspected to need occupational therapy or physical therapy or both, the individualized education program team includes an appropriate therapist employed or contracted by the local educational agency.

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- Local educational agency physical therapists are licensed by the Department of Public Instruction.
- Caseloads for physical therapists are consistent with the requirements in state law.
- The local educational agency physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The local educational agency physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the local educational agency physical therapist assistant's education, training and experience.
- The local educational agency physical therapist supervises the physical therapy provided by a local educational agency physical therapist assistant. The local educational agency physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the local educational agency physical therapist assistant which includes either of the following levels of supervision:
 - Y the local educational agency physical therapist has daily, direct contact on the premises with the local educational agency physical therapist assistant or
 - Y the local educational agency physical therapist has direct, face-to-face contact with the local educational agency physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by tele-communication. The local educational agency physical therapist providing general supervision under this subdivision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate;
- A full-time local educational agency physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a local educational agency physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A local educational agency physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's individualized education program, and develops physical therapy treatment plans for the child. A local educational agency physical therapist is not represented by a school physical therapist assistant on an individualized education program team.

LOCAL EDUCATIONAL AGENCY PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPER-VISION OF PHYSICAL THERAPY. The local educational agency ensures the following:

- Local educational agency physical therapist assistants are licensed by the Department of Public Instruction.
- The local educational agency physical therapist assistant providing physical therapy to a child is supervised by an local educational agency physical therapist as specified in these policies.

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- The local educational agency occupational therapist is licensed by the Department of Public Instruction.
- Caseloads for occupational therapists are consistent with the requirements in state law.
- The local educational agency occupational therapist has medical information before a child is evaluated for occupational therapy.

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY. The local educational agency ensures the following:

- The local educational agency occupational therapist may delegate to an local educational agency occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the local educational agency occupational therapy assistant's education, training and experience.
- The local educational agency occupational therapist supervises the occupational therapy provided by an local educational agency occupational therapy assistant. The local educational agency occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the local educational agency occupational therapist assistant which includes either of the following levels of supervision:
 - Y the local educational agency occupational therapist has daily, direct contact on the premises with the local educational agency occupational therapy assistant or
 - Y the local educational agency occupational therapist has direct, face-to-face contact with the local educational agency occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication.
- The local educational agency occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of one time per calendar month or every tenth day of occupational therapy, whichever is sooner, and adjust the occupational therapy as appropriate.
- A full-time local educational agency occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a local educational agency occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

RESPONSIBILITY OF LOCAL EDUCATIONAL AGENCY OCCUPATIONAL THERAPIST. The local educational agency ensures the following:

- A local educational agency occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's individualized education program and develops occupational therapy treatment plans for the child.
- A local educational agency occupational therapist may not be represented by an local educational agency occupational therapy assistant on an individualized education program team.

LOCAL EDUCATIONAL AGENCY OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION. The local educational agency ensures the following:

- Local educational agency occupational therapy assistants are licensed by the Department of Public Instruction.
- The local educational agency occupational therapy assistant providing occupational therapy to a child is supervised by an local educational agency occupational therapist as specified in these policies.

TRANSITION FROM BIRTH TO THREE PROGRAMS

The local educational agency participates with the provider of birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the local educational agency. The local educational agency participates in transition planning conferences arranged by the birth to three program.

For children participating in early intervention programs who will participate in special education preschool programs in the local educational agency, the local educational agency develops and implements an individualized education program by the child's third birthday.

TRANSFER PUPILS

A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

The local educational agency ensures there is no interruption of special education and related services when a child with a disability transfers from another Wisconsin local educational agency. When the local educational agency receives a transfer pupil with a disability, the local educational

agency implements the individualized education program from the sending Wisconsin local educational agency until the local educational agency adopts the sending local educational agency's individualized education program or develops its own individualized education program. To the extent that the local educational agency is not able to implement the sending local educational agency's individualized education program, the local educational agency provides services that approximate, as closely as possible, the sending local educational agency's individualized education program.

The local educational agency adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The local educational agency adopts the individualized education program of the sending local educational agency or develops a new individualized education program. The local educational agency does not adopt the evaluation and eligibility determination or the individualized education program of the sending local educational agency if the evaluation and eligibility determination or the individualized education program do not meet state and federal requirements.

When the local educational agency receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the local educational agency requests in writing the pupil's records from the sending local educational agency. When the local educational agency receives such a request for a transfer pupil, the local educational agency transfers the pupil's records to another local educational agency within five working days of receipt of the written notice as required under s. 118.125(4), Wis. Stats.

When the local educational agency receives a transfer pupil with a disability from a public agency in another state, the local educational agency may provide special education and related services in accordance with the most recent individualized education program developed by the sending public agency until the local educational agency develops its own individualized education program or adopts the sending public agency's individualized education program. The local educational agency adopts the evaluation and the eligibility determination of the sending public agency or conducts a new evaluation and eligibility determination of the transfer pupil. If the local educational agency decides not to adopt the evaluation and eligibility determination of the sending public agency, the local educational agency initiates a special education referral of the child. The local educational agency completes the evaluation and develops an individualized education program and the placement in accordance with the requirements of subch. V of ch. 115, Wis. Stats., within 90 days of the date the child enrolled in the local educational agency. The local educational agency adopts the individualized education program of the sending public agency or develops a new individualized education program. The local educational agency does not adopt the evaluation and eligibility determination or the individualized education program of the sending public agency if the evaluation and eligibility determination or the individualized education program do not meet state and federal requirements.

CHARTER SCHOOLS

Children with disabilities who attend the local educational agency's charter schools and their parents retain all rights under federal special education laws. The local educational agency ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the local educational agency, are served in the same manner as other children with disabilities in the local educational agency. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency.

DUE PROCESS PROCEDURES

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The local educational agency provides notice consistent with the notice policies in the "Parent Participation in Individualized Education Program Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the child's individualized

education program. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The local educational agency ensures the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing.

A placement decision may be made by a group without the involvement of the parents if the local educational agency is unable to obtain the parents' participation in the decision. In this case, the public agency must have a record of its attempt to ensure their involvement including information that is consistent with the policies in this section.

The local educational agency makes reasonable efforts to ensure the parents understand and are able to participate in any group discussions relating to the educational placement of their child including arranging for an interpreter for parents with deafness, or whose native language is other than English.

NOTICE. The local educational agency ensures a child's parents, including parents of non-resident children attending the district under the Full-Time Open Enrollment law, are provided prior written notice a reasonable time before the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused and why;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, test, record or report used as a basis for the proposed or refused action;
- a description of any other factors relevant to the proposal or refusal;
- sources for parents to contact to obtain assistance in understanding special education law; and
- the right to ask for additional time and their right to a copy of the evaluation report at the beginning of any meeting to address the evaluation, individualized education program or placement of the child.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence parents understand the notice if their language is not written.

PROCEDURAL SAFEGUARDS NOTICE. Upon the child's initial referral for evaluation, upon each notification of an individualized education program meeting and upon reevaluation of the child, the local educational agency gives the parents, including the parents of a non-resident child attending the district under the Full-Time Open Enrollment law, a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present complaints to initiate due process hearings;
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);

- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions;
- attorney fees; and
- a statement informing the parents about the state Individuals with Disabilities Education Act complaint procedures including a description of how to file a complaint and the timelines under those procedures.

LIMITATIONS ON REQUIRING CONSENT. The local educational agency does not use a parent's refusal to consent to an initial evaluation or reevaluation or the initial provision of special education and related services to a child with a disability to deny the parent or child any other service, benefit or activity of the local educational agency.

INDEPENDENT EDUCATIONAL EVALUATIONS. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local educational agency. "Public expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or insures an independent educational evaluation is provided at public expense unless the local educational agency demonstrates in a due process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

If the local educational agency initiates a hearing and the final decision is that the local educational agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of a free appropriate public education to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

SURROGATE PARENTS. The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot discover the whereabouts of a parent; or the child is a ward of the state. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

The local educational agency ensures a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other agency that is involved in the education or care of the child; has no interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. If the local educational agency selects as a surrogate a person who is an employee of a nonpublic agency that only provides non-educational care for the child, the local educational agency ensures that person has no interest that conflicts with the interest of the child and has knowledge and skills to ensure adequate representation of the

child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

The surrogate parent may represent the child in all matters relating to the identification, evaluation and educational placement of the child and the provision of FAPE to the child.

MEDIATION. When a local educational agency participates in a mediation under the Wisconsin Special Education Mediation System, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- is legally bound by a signed written mediation agreement concerning resolutions to the dispute or agreements about other procedures to resolve the dispute;
- does not record a mediation session unless both parties and the mediator agree;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

DUE PROCESS HEARINGS. When the local educational agency is a party to a due process hearing under § 115.80, Wis. Stats., the local educational agency:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and
- except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change and places the child applying for initial admission with the consent of his or her parents in the public school program until all due process proceedings have been completed. These policies apply equally to non-resident children attending the district under the Full-Time Open Enrollment law.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

TRANSFER OF RIGHTS AT AGE OF MAJORITY. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

DISCIPLINE PROCEDURES

AUTHORITY OF SCHOOL PERSONNEL. To the extent removal would be applied to children without disabilities, school personnel are authorized to remove a child with a disability from the child's current placement for not more than ten consecutive school days for any violation of school rules, consistent with state requirements relating to the suspension of pupils. School personnel are authorized to order additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if:

- the removal is for more than ten consecutive school days or

- the child is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

After a child with a disability has been removed from the current placement for more than ten school days in the same school year, during any subsequent days of removal the district provides services necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving individualized education program goals. These services are provided when school personnel remove a child for not more than ten consecutive school days, as long as that removal does not constitute a change of placement. In such a case, school personnel, in consultation with the child's special education teacher, determine the extent of the services.

FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN. Either before or not later than ten business days after either first removing the child for more than ten school days in a school year or beginning a removal that constitutes a change of placement, including placing the child in an interim alternative educational setting:

- if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described above, the local educational agency convenes an individualized education program meeting to develop an assessment plan;
- if the child already has a behavioral intervention plan, the individualized education program team meets to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

As soon as practicable after developing the assessment and completing the assessments required by the assessment plan, the local educational agency convenes an individualized education program meeting to develop appropriate behavioral interventions to address that behavior and implements those interventions.

If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than ten school days in a school year is subjected to a removal that does not constitute a change of placement, the individualized education program team members review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more of the team members believe that modifications are needed, the team meets to modify the plan and its implementation, to the extent the team determines necessary.

PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS. School personnel are authorized to order a change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline but for not more than 45 days if:

- the child carries or possesses a weapon to or at school or to a school function under the jurisdiction of the state or a local educational agency; or
- the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of the state or a local educational agency.

The individualized education program team determines the interim alternative educational setting. Any interim alternative educational setting in which a child is placed:

- is selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications including those described in the child's current individualized education program, that will enable the child to meet the goals set out in that individualized education program; and
- includes services and modifications that are designed to prevent the behavior that resulted in the child's placement in an interim alternative educational setting behavior from recurring.

If the local educational agency contemplates placing the child in an interim alternative educational setting or initiating a removal that constitutes a change of placement for violating any local educational agency rule or code of conduct that applies to all children, the local educational agency:

- notifies the parents of that decision and provides the parents a procedural safeguards notice not later than the date on which the decision to take that action is made; and

- immediately, if possible, but in no case later than ten school days after the date on which the decision to take that action is made, reviews the relationship between the child's disability and the behavior subject to the disciplinary action.

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 days. At the hearing the local educational agency demonstrates:

- by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or others;
- the inappropriateness of the child's current placement;
- reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services;
- school personnel have consulted with the child's special education teacher about the proposed interim alternative educational setting;
- the proposed interim alternative education setting was selected to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those in the child's current IEP, that will enable the child to meet the goals in that IEP; and
- the interim alternative educational setting includes services and modifications that are designed to prevent the dangerous behavior from recurring.

MANIFESTATION DETERMINATION REVIEWS. A manifestation determination review is conducted by the individualized education program team and other qualified personnel in a meeting. In carrying out the review, the individualized education program team and other qualified personnel determine that the behavior of the child was not a manifestation of the child's disability only after first considering, in terms of the behavior subject to disciplinary action, all relevant information, including:

- evaluation and diagnostic results including the results or other relevant information supplied by the parents of the child;
- observations of the child; and
- the child's individualized education program and placement.

If the individualized education program team and other qualified personnel determine that any of the standards below were not met, the behavior is considered a manifestation of the child's disability. These standards are as follows:

- In relationship to the behavior subject to disciplinary action, the child's individualized education program and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's individualized education program and placement.
- The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action.
- The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

If, in the manifestation determination review, the local educational agency identifies deficiencies in the child's individualized education program or placement or in their implementation, it takes immediate steps to remedy those deficiencies.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

When the local educational agency conducts a manifestation determination and determines that the behavior at issue is not a manifestation of the child's disability, the local educational agency provides services necessary to enable a child to appropriately progress in the general curriculum and appropriately advance toward achieving the individualized education program goals during a period of removal. In such a case, the child's individualized education program team determines the extent of the services.

If the local educational agency initiates disciplinary procedures applicable to all children, the local educational agency ensures the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

PLACEMENT DURING APPEALS. If a parent requests a hearing or an appeal to challenge an interim alternative educational setting or a manifestation determination for a child who is in an interim alternative educational setting, the local educational agency maintains the child in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the interim alternative educational setting, whichever occurs first, unless the parent and the local educational agency agree otherwise.

If a child is placed in an interim alternative educational setting and local educational agency personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of due process proceedings to challenge the proposed change in placement the local educational agency ensures the child remains in the current placement (the child's placement prior to the interim alternative educational setting). The local educational agency changes the current placement only if a due process hearing officer determines that the child may be placed in the alternative educational setting or in another appropriate placement.

If school personnel maintain it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative educational setting) during due process proceedings, the local educational agency may request an expedited due process hearing to request placement in an alternative educational setting or another appropriate placement for up to 45 days. The local educational agency may repeat the request as necessary.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. The local educational agency provides the protections under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the local educational agency if the local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The local educational agency also applies this provision to a child who carries or possesses a weapon to or at school or to a school function; to a child who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; and to a child who exhibits behavior that is substantially likely to result in injury to the child or others.

The local educational agency has knowledge that a child is a child with a disability if:

- the parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;
- the behavior or performance of the child demonstrates the need for these services in accordance with the eligibility criteria in state law;
- the parent of the child has requested an individualized education program team evaluation of the child; or
- the teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find or special education referral system.

The local educational agency does not have knowledge that a child is a child with a disability if the local educational agency conducted an individualized education program team evaluation and determined that the child was not a child with a disability. If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by the parents, the local educational agency provides special education and related services in accordance with legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency

transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

CONFIDENTIALITY OF INFORMATION

NOTICE TO PARENTS. The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

ACCESS RIGHTS. The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under this part. The agency complies with a request without unnecessary delay and before any meeting regarding an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

AMENDMENT OF RECORDS AT PARENT'S REQUEST. A parent who believes information in the education records collected, maintained or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a educational records hearing pursuant to the local educational agency's policies.

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child. The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency

decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion is disclosed to any party, the explanation is also disclosed to the party.

CONSENT. Except as to disclosures addressed in the law for which parental consent is not required by the Family Educational Rights and Privacy Act, parental consent is obtained before personally-identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information under the Individuals with Disabilities Education Act or used for any purpose other than meeting a requirement of the act. The local educational agency does not release information from education records to participating agencies without parental consent unless authorized to do so under the Family Educational Rights and Privacy Act.

SAFEGUARDS. The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents.

TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

GENERAL. To the extent consistent with the number and location of children with disabilities residing in the local educational agency who are enrolled by their parents in private elementary and secondary schools, the local educational agency ensures those children have an opportunity to participate in special education and related services and the amount spent to provide those services by the local educational agency is equal to a proportionate amount of federal funds made available under the Individuals with Disabilities Education Act.

EXPENDITURES. In providing special education and related services to children with disabilities enrolled by their parents in private schools, the local educational agency spends, for children aged 3 through 21, an amount that is the same proportion of the local educational agency's total Individuals with Disabilities Education Act flow-through funds as the number of private school children with disabilities aged 3 through 21 residing in its jurisdiction is to the total number of children with disabilities in its jurisdiction aged 3 through 21. For children aged 3 through 5, the local educational agency spends an amount that is the same proportion of the local educational agency's total preschool entitlement funds as the number of private school children with disabilities aged 3 through 5 residing in its jurisdiction is to the total number of children with disabilities in its jurisdiction aged 3 through 5. The local educational agency may provide services to private school children in excess of those required, consistent with the law and local educational agency policy.

The local educational agency consults with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities. It ensures the count is conducted on December 1 of each year. The child count is used to determine the amount the local educational agency must spend on providing special education and related services to private school children with disabilities in the next subsequent fiscal year.

Expenditures for child find activities including locating, identifying and evaluating private school children with disabilities, including religious-school children residing in the jurisdiction of the local educational agency, are not considered in determining whether the local educational agency has met their spending requirements for parentally placed private school children with disabilities.

SERVICES DETERMINED. The local educational agency consults in a timely and meaningful way with appropriate representatives of private school children with disabilities, in light of the funding available under the Individuals with Disabilities Education Act, the number of private school children with disabilities, the needs of private school children with disabilities and their location to determine:

- which children will receive services;
- what services will be provided;
- how and where the services will be provided; and
- how the services provided will be evaluated.

The consultation includes a genuine opportunity for representatives of private schools to express their views regarding each of the above matters. The consultation occurs before the local educational agency makes any decision that affects the opportunities of private school children with disabilities to participate in services. The local educational agency includes children placed in private schools by their parents when a free appropriate public education is at issue in the population whose needs are addressed. The final decisions regarding services to be provided to eligible private school children are made by the local educational agency, and the details of which are reported annually in the district's Special Education Plan. The individualized education program for each private school child with a disability includes the services that the local educational agency will provide the child in light of the services the local educational agency has decided to provide private school children through the process describe above.

SERVICES PLAN. No private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. If a child with a disability is enrolled in a religious or other private school and will receive special education or related services from the local educational agency, the local educational agency initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. The local educational agency ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, the local educational agency uses other methods to ensure participation by the private school, including individual or conference telephone calls.

SERVICES PROVIDED. The services provided to private school children with disabilities by the local educational agency are provided by personnel meeting the same standards as personnel providing services in the local educational agency.

Each private school child with a disability who has been designated to receive services from the local educational agency has a services plan that describes the specific special education and related services the local educational agency will provide to the child in light of the services the local educational agency has determined (after consultation with representatives of private school children with disabilities) it will make available to private school children with disabilities. The services plan, to the extent appropriate, meets the individualized education plan requirements with respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning when individualized education programs must be in effect, individualized education program meetings, individualized education program team composition, parent participation in individualized education program team meetings, and development, review and revision of individualized education programs.

If the local educational agency provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, the local educational agency transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services.

CHILDREN WITH DISABILITIES PLACED IN PRIVATE SCHOOLS BY THE LOCAL EDUCATIONAL AGENCY. Before the local educational agency places a child with a disability in a private school or facility, the local educational agency initiates and conducts a meeting to develop an individualized education program for the child. The local educational agency ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the local educational agency uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

If the local educational agency permits a private school or facility to conduct meetings to review and revise individualized education programs, the local educational agency ensures the parents and a local educational agency representative are involved in any decisions about the individualized

education program and agree to any proposed changes in the program before they are implemented. The local educational agency retains responsibility for compliance with the requirements of special education law.

When the local educational agency places a child, including a non-resident child attending the district under the Full-Time Open Enrollment law, in a private school as a means of providing special education and related services, the local educational agency ensures an individualized education program is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an individualized education program and at no cost to the parents.

ADMINISTRATION OF FUNDS. The local educational agency does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools. Individuals with Disabilities Education Act funds are not used to finance the existing level of instruction in a private school or to otherwise benefit the private school. The local educational agency uses Individuals with Disabilities Education Act funds to meet the specific needs of students with disabilities enrolled in private schools rather than the needs of a private school or the general needs of the students enrolled in a private school.

When Individuals with Disabilities Education Act funds are used to make public personnel available in other than public facilities, such funds are used, to the extent necessary, to provide services for students enrolled in private schools and if those services are not normally provided by the private school. If the local educational agency uses Individuals with Disabilities Education Act funds to pay for the services of an employee of a private school, it does so only if the employee performs the services outside of his/her regular hours of duty and under public supervision and control.

The local educational agency maintains title to, and administrative control of, all equipment and supplies acquired with Individuals with Disabilities Education Act funds for the benefit of private school children with disabilities. The local educational agency ensures any equipment or supplies placed in a private school are used only for purposes of educating children with disabilities and can be removed from the private school without remodeling the private school facilities. The local educational agency removes equipment or supplies from a private school when the equipment or supplies are no longer needed for purposes of educating children with disabilities or to avoid use of the equipment/ supplies for purposes other than educating children with disabilities. The local educational agency ensures Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling or construction of private school facilities.

CHILDREN IN RESIDENTIAL CARE CENTERS

When a local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, the local educational agency appoints an individualized education program team to review and revise, if necessary, the child's individualized education program and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the local educational agency:
 - Y appoints staff to review the child's education records and develop a status report;
 - Y sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
 - Y appoints an individualized education program team to conduct an evaluation of the child if they have reasonable cause to believe the child is a child with a disability;
 - Y ensures the individualized education program team conducts the evaluation; and
 - Y ensures the individualized education program team develops an individualized education program and an educational placement offer, in consultation with the county or state agency if the individualized education program team determines the child is a child with a disability.

When the local educational agency is responsible for the educational placement of the child in a residential care center, the local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an individualized education program team to reevaluate the child, as required by state law, while the child resides at the residential care center;

- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an individualized education program team to develop a reintegration plan for a child leaving the child caring institution, in cooperation with a county and residential care center staff.

When the local educational agency receives a referral from another local educational agency for a child who resides in a residential care center because the referring district believes the child's special education needs could be met in a less restrictive setting, the local educational agency assigns staff to determine whether the child can appropriately receive special education and related services from the local educational agency. If the assigned staff determines the child can appropriately receive special education and related services, the local educational agency provides such services. If the assigned staff determines the child cannot appropriately receive special education and related services in the local educational agency, the local educational agency keeps a written record of the reasons.

LOCAL EDUCATIONAL AGENCY REPORTING TO COUNTY DEPARTMENTS

Annually, on or before August 15, the local educational agency reports to the county departments under §§ 51.42 & 51.437, Wis. Stats., the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

LOCAL EDUCATIONAL AGENCY REPORTING TO STATE

The local educational agency has established and implemented policies, procedures and programs that are consistent with state policies and procedures. These policies and procedures that satisfy all state and federal special education requirements are submitted by the local educational agency to the Department of Public Instruction and remain in effect until the Department of Public Instruction approves modifications submitted by the local educational agency. These modifications must, however, continue to satisfy all legal requirements. The local educational agency will modify its policies and procedures to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of the Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

The local educational agency files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared. To the extent the local educational agency determines appropriate, it contributes to and uses the comprehensive system of personnel development of the state.

The local educational agency provides to the Department of Public Instruction information that is needed for the Department of Public Instruction to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in local educational agency special education programs. The local educational agency reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes a program narrative. The report includes:

- the extent to which special education and related services is or is not organized around particular disabilities;
- the licensure and other preparation or experience of special education staff;
- the age ranges of pupils who are children with disabilities;
- the range of severity of disability among children with disabilities;
- the ratio of pupils to full-time equivalent staff including both the ratio of pupils assigned to special education instructional and related services staff and to total special education instructional, support and administrative staff;
- the way parents participate in the development and review of the plan;
- the extent to which children with disabilities receive special education or related services beyond the school term;
- the way the local educational agency provides for a continuum of alternative placements that addresses the unique needs of children with disabilities and ensures that such children receive their educational programming in the least restrictive environment, including the local educational agency's use of placements out of the local educational agency and out of state and private placements;

- the local educational agency's plan for employing qualified special education and related services staff, evaluating its staff's special education inservice needs and the plan for meeting those needs;
- the local educational agency's plan for evaluating its system for the design and delivery of special education and related services and for addressing any needs that are identified by the evaluation including all of the following:
 - Y the local educational agency's graduation rate for children with disabilities and how the rate compares to the local educational agency's graduation rate for nondisabled children;
 - Y the local educational agency's rate of suspension and expulsion of children with disabilities and how the rate compares to the local educational agency's rate of suspension and expulsion of nondisabled children;
 - Y the local educational agency's overall incidence rate of children with disabilities and the local educational agency's incidence rates of particular disabilities;
 - Y the rate of participation of the local educational agency's children with disabilities in state-wide and district-wide assessments and the results of those assessments;
 - Y the rate of participation of the local educational agency's children with disabilities in alternative assessments and the results of those assessments;
 - Y the number of referrals and the percentage of those referrals resulting in the provision of special education and related services;
 - Y the number of children with disabilities placed in appropriate, interim alternative educational settings;
 - Y general information about the satisfaction of parents of children with disabilities and adult pupils who are receiving special education and related services with special education and related services;
 - Y general information about persons who no longer attend high school and who received special education and related services provided by the local educational agency such as whether they are employed, are living independently or are enrolled in post-secondary education;
 - Y the number of children with disabilities who attend the local educational agency under the Full-Time Open Enrollment law, the disability of each such child and the special education or related services received by each such child;
- a roster of all of the agency's special education and related services staff, their function, their social security numbers and their special education licensure;
- statements of assurance as required by applicable federal law; and
- information relating to access of private school pupils to the local educational agency's special education and related services.

When the local educational agency participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the local educational agency classes in the previous school year and any other information the division requires to permit its review and approval of the plan.

Annually, the local educational agency provides a special education performance report to all parents of children enrolled in the local educational agency and to the Department of Public Instruction that includes the local educational agency's performance with regard to the factors included in its evaluation of its special education plan, as well as the state-wide average with regard to graduation, suspension and expulsion, incidence, state-wide and district-wide assessment participation rates and results and alternative assessment participation and results.

SCHOOL DISTRICT OF WEST DE PERE
INDEPENDENT EDUCATIONAL EVALUATION

5400.8

Parents of a student with a disability have a right to obtain an independent educational evaluation if they disagree with the district's evaluation. An independent educational evaluation (IEE) is a publicly funded evaluation conducted by a qualified examiner who is not employed by the district. Publicly funded means that the district either pays for the full evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. For purposes of this policy, educational evaluation means procedures to determine whether the child:

- has a disability, as defined by the Individual Disabilities Education Act (IDEA);
- is eligible for special education; and,
- if eligible, the nature and extent of special education and related services that are required.

Procedures, as referenced by Federal law, for educational evaluations are described in 34 CFR 300.530-536. Criteria specific to independent evaluations are provided in 34 CFR 300.502-507.

To qualify as a publicly funded IEE, the district must receive the request within one year from the date of the contested district evaluation. The district will consider requests after this time period if unique circumstances exist. Upon receiving a request, the district will either request a due process hearing to defend its evaluation or provide written notice to the parents that it has received and conditionally approves the request. The written notice will contain information regarding the district's criteria for independent educational evaluations. The criteria will include, but will not be limited to the geographical limitations for evaluations, minimum qualifications of evaluators, and cost restrictions.

The defined criteria must be met for the district to assume the evaluation's cost.

A more complete description of the IEE process and requirements is provided in the Procedures section of this policy.

LEGAL REFERENCES: IDEA 34 CFR 300.500, IDEA 34 CFR 300.502-507,
IDEA 34 CFR 300.530-536 Wisconsin State Statute 115.792

ADOPTED: 2/16/04

SCHOOL DISTRICT OF WEST DE PERE
INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES

5400.8 (R)

I. Parent Rights/Obligations

The parents have a right to an independent educational evaluation (IEE) if they disagree with an evaluation completed by the district. Evaluation means procedures to determine whether the student has a disability, as defined by IDEA, is eligible for special education, and the nature and extent of the special education and related services the student needs. Parents have a right to obtain an IEE only after the district has completed its evaluation. The request must be received within one year from the date of the district's evaluation. Parents are entitled to only one IEE for each assessment performed by a district evaluator. The request must indicate the areas for which they are requesting an IEE, but they are not required to indicate their reasons. The parents have a right to select the evaluator if the individual meets the district's criteria.

II. District Rights/Obligations

The district is permitted to have criteria that relate to the qualifications and location of the evaluator, and the maximum allowable cost of the evaluation. The district may recommend independent educational evaluators; however, parents are not restricted to the district's suggestions.

Upon receipt of a parent request for an IEE, the district will provide the parents with information and criteria obtaining an IEE. The district shall, within a reasonable time period, in any event no later than twenty (20) business days, inform the parent as to whether the district will accept the IEE or request a due process hearing. If the parent obtains an IEE without notifying the district and subsequently requests payment, the district will determine if the evaluation constitutes an IEE eligible for public funds. An IEE that qualifies for public funds must dispute a district evaluation as to the existence of a disability and the nature and extent of special education and related services. If eligible, the district is required to request a due process hearing to defend its evaluation or reimburse the parents. If the district determines that it is not an eligible IEE, the district will provide the parents with a written rationale of its findings. The district is not obligated to request a due process hearing for evaluations that do not meet the requirements defined by 330.502 of the federal regulations.

III. District Criteria

A. Notice of Receipt of Parent Request for IEE

The district, within twenty (20) business days, shall respond in writing to the parent request for an IEE.

SCHOOL DISTRICT OF WEST DE PERE 5400.8 (R) cont'd

INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES

B. Location of Qualified Evaluators

Parents are restricted to using qualified evaluators within a 50-mile radius of West De Pere. The district will consider other evaluators if parents can demonstrate unique circumstances that would justify a selection outside the geographical area.

C. Minimum Qualifications of Evaluators

Independent evaluators must be licensed by the Wisconsin Department of Public Instruction, or by an accredited organization or agency representing their profession. Occasionally, a private provider may have a vested interest in the outcome of an independent educational evaluation (IEE). The district reserves the right to proceed to due process over the issue of minimum qualifications of the independent evaluator where it appears that the evaluator has an interest in the outcome of the IEE.

In determining whether the evaluator has an interest in the outcome of the IEE, the district will consider factors including, but not limited to the following: nature of the relationship between the evaluator and the student/family; whether services were provided in the past or are currently provided; the type of services provided; the length of time between the cessation of previous services and generation of the IEE; and the contents of reports generated during the relationship between the student and the evaluator.

D. Maximum Allowable Cost

The maximum allowable cost will be consistent with the district's reimbursement for Medicaid. If there is not a comparable, then the maximum allowable cost will depend upon the required qualifications of the evaluator. If the evaluation requires a bachelor's degree, the hourly rate will be \$50/hour. If it requires a master's degree, the hourly rate will be \$60/hour.

In the event the evaluator is one not typically employed by the district, such as a medical doctor or clinical psychologist, reimbursement of costs will be limited to reasonable and customary charges as determined by the district in consultation with local providers and its insurance carrier.

The evaluator's attendance at IEP or other similar meetings regarding the student are not part of the IEE and will not be reimbursed unless the district makes the request.

SCHOOL DISTRICT OF WEST DE PERE 5400.8 (R) cont'd
INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES

The district will permit parents to demonstrate unique circumstances to justify an IEE that exceeds the maximum allowable cost.

Examples of maximum allowable evaluation costs include, but are not limited to those listed in Appendix A of this policy.

E. Third Party Payments

The district reserves the right to request that parents use their insurance or other means of assistance to pay for the IEE if it does not result in any present or future financial cost to the parents.

F. Number of Independent Educational Evaluations

For every full evaluation that the District completes, only one independent educational evaluation is eligible for reimbursement by the District.

ADOPTED: 2/16/04

SCHOOL DISTRICT OF WEST DE PERE 5400.8 (A)
INDEPENDENT EDUCATIONAL EVALUATION APPENDIX

MAXIMUM ALLOWABLE COST FOR INDEPENDENT EDUCATIONAL EVALUATIONS

(Costs subject to change based on reasonable and customary Medicare and Medicaid reimbursement rates)

Evaluation Area	Project Cost Range
Academic Achievement	\$80 - \$240
Assistive Technology	\$200 - \$350
Adaptive Behavior	\$172 - \$430
Hearing	\$200 - \$400
Intellectual/Cognitive	\$180 - \$630
Physical Therapy	\$200 - \$400
Occupational Therapy	\$200 - \$400
Social and Emotional	\$250 - \$500
Speech and Language	\$300 - \$500
Vision	\$60 - \$200

Costs above these maximal amounts will not be approved unless the parents can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services or if the parents can demonstrate that there are other factors that make the extraordinary costs necessary.

Independent educational evaluators are required to provide an invoice that details the type of assessment, the names of the assessment instruments, and the specific time required to administer each instrument.

If the district incurs a cost associated with the IEE such as a teacher being required to complete a report for the independent evaluator, then the invoice payment will be reduced accordingly.

ADOPTED:2/16/04

ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the School District of West De Pere shall have equal access to the same free, appropriate public education as provided to other children and youths who reside in the District. They shall be provided services comparable to services offered other children attending West De Pere Schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g. special education, Title I programming, gifted and talented programming), vocational and technical education programs and school nutrition programs. No homeless child or youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

A. District Liaison for Homeless Children and Youths

The District will designate a McKinney-Vento liaison. The designated liaison will ensure that:

- a) Homeless children and youths residing in the School District of West De Pere are identified by school personnel and through coordination activities with other entities and agencies.
- b) Homeless children and youths enroll in, and have a full and equal opportunity to succeed in schools in the District.
- c) Homeless families, children and youths receive educational services for which they are eligible and referrals to other appropriate services.
- d) The parent/guardian of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
- e) Public notice of the educational rights of homeless children and youth is disseminated where such children and youths receive services such as the schools, shelters, meal sites, and other locations frequented by low-income families.
- f) There is compliance with all policies and procedures and mediates enrollment disputes.
- g) The parent/guardian of a homeless child and any unaccompanied homeless youth is fully informed of transportation services that may be available to them under the law and assist them in accessing such transportation services.
- h) Ensures the coordination of services between the District and other homeless family service providers.
- i) Students are not segregated on the basis of their status as homeless.
- j) Programs for homeless students are coordinated with other federal and local programs.
- k) There is support for academic success, including credit accrual and transition to higher education.

B. Admission and Placement of Homeless Child or Youth

When a homeless child or youth seeks enrollment in the School District of West De Pere, these procedures shall be followed:

SCHOOL DISTRICT OF WEST DE PERE 5400.9 cont'd
ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

The homeless child's parent/guardian or any unaccompanied homeless youth shall be advised of their choice of schools. The homeless child/youth shall be allowed to either continue their education in the school of origin for the duration of the homelessness or be placed in the school that non-homeless children/youth who live in the attendance area in which the child/youth is actually living are eligible to attend. School selection decisions shall be made based on the best interest of the homeless child/youth.

1. If the District assigns a homeless child to a school other than the school of origin or a school requested by the parent/guardian, the Director shall provide the child's parent/guardian with a written explanation, including a statement regarding the right to appeal the school selection decision. An unaccompanied homeless youth shall also be provided notice of their right to appeal the school selection decision. School selection disputes shall be handled as outlined in Section C below.
2. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent/guardian or the unaccompanied homeless youth to the Director of Student Services, who is expected to assist in obtaining the necessary immunization or medical records.
3. The homeless child/youth shall be placed in an appropriate grade level by the school principal or designee, using the same procedures that are used for placing non-homeless children and youth attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
4. Once enrolled, homeless children/youth shall have the rights and privileges of non-homeless children attending the school in the District and shall be subject to the same school rules and regulations.

C. School Selection

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

- a. The student's education may continue in the school of origin for the duration of the 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.

SCHOOL DISTRICT OF WEST DE PERE 5400.9 cont'd
ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

- b. The student may enroll in a school other than non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

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

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

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

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

D. Enrollment

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

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

E. Residency

A student experiencing homelessness 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. Students experiencing homelessness who do not live with their parent/guardian may enroll themselves in school.

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

SCHOOL DISTRICT OF WEST DE PERE 5400.9 cont'd
ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

F. Comparable Services

Each student experiencing homelessness shall be provided services comparable to services offered to stably housed students in the school selected, such as;

Preschool program

Transportation services

Educational services for which the student meets eligibility criteria such as ELL or special education programs

Vocational and technical education programs

Programs for at-risk students

Programs and courses for gifted and talented students

School nutrition programs

Tutoring programs

Title I services

Before and after-school programs

Summer school programs

Online learning

Extracurricular activities

G. Transportation and School Meals

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

Once permanent housing is found, the family has a choice to stay in the school of origin or attend the school in the attendance area where housing has been established. If a family

chooses to stay in the school of origin, transportation will be provided until the end of that given school year.

In the case where the school of origin and current residence are located in different Local Educational Agencies, the two school districts will agree on a method for transportation and share costs.

Students experiencing homelessness are automatically eligible for free school meals for the remainder of that given school year.

H. Enrollment Disputes

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

SCHOOL DISTRICT OF WEST DE PERE 5400.9 cont'd
ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

When a dispute arises over school placement, the parent/caregiver or unaccompanied youth has the opportunity to take the following course of action:

- a. With the assistance of the Homeless Liaison, complete a Student Placement Dispute form and submit it to the Director of Student Services for determination. After a determination is made, a copy of the completed Notification of Dispute Resolution form will be provided to the parent/caregiver or unaccompanied youth.
- b. Further appeals shall be made in the form of a written request for a conference with the Superintendent. The Superintendent will then provide a written explanation of the appealed decision to the parent/guardian or unaccompanied youth.
- c. The parent/guardian or unaccompanied youth then has the right to appeal the decision in the form of a written request to the Board of Education to address the matter.
- d. After being granted a hearing, the parent/caregiver or unaccompanied youth will be advised, in writing, of the Board of Education decision within five business days following the next regular Board meeting.
- e. The parent(s) or guardians or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction. Parents/Guardians or unaccompanied youths are able to seek support from the State Coordinator for Homeless Education at the Wisconsin Department of Public Instruction.

LEGAL REFERENCE: McKinney-Vento Homeless Education Assistance Act

ADOPTED: 3/15/04

REVISED: 5/17/2023

SCHOOL DISTRICT OF WEST DE PERE **5400.11**
PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS

The School Board of West De Pere recognizes that within the district there may be students whose primary language is not English. The Board shall provide appropriate services for district students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established academic standards.

Limited English proficiency (LEP) students shall be identified as part of the school enrollment process. Once LEP students are identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level and placed in an appropriate educational program.

Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the district. An LEP student or a small group of students may work with a qualified tutor to develop their English language skills. The degree of curricular and instructional modifications, type of support services and their duration shall be determined individually and be based on student need. If a sufficient number of the LEP students identified are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by state law.

The School District of West De Pere shall assess the English proficiency and academic progress of LEP students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state required tests to LEP students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained.

The District shall administer state required tests to an LEP student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any LEP student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results from both state-required tests and alternate assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions.

Test results may not be used as the sole criterion in reclassifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.

Exemption of an LEP student from taking a state required test may also not be used as the sole criterion for making such determination.

Parents/guardians of LEP students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent/guardian understands them.

LEGAL REFERENCE: 115.96 Wisconsin Statutes, 115.97, 118.13, 118.30, PI 8.01 (2)(r),
Wisconsin Administrative Code PI 13, No Child Left Behind Act of 2001

CROSS REFERENCE: 5400.11 (R) Procedures for Testing Limited-English Proficient Students
5400.01 Equal Educational Opportunity
5005 Student Admissions
5127 Graduation Requirements
5200 Promotion of Students
5200.1 Fourth Grade Promotion Policy
5200.2 Eighth Grade Promotion Policy

ADOPTED: 3/15/04

PROCEDURES FOR TESTING LIMITED-ENGLISH PROFICIENT STUDENTS

The following procedures are based on current state rules and relating to the testing of limited-English proficient students (PI 13 of the Wisconsin Administrative Code) and may need to be revised as changes are made to such state rules.

A. Assessing English Proficiency

1. On or before March 1 each year, School District of West De Pere staff shall conduct a count of all limited English-proficient students enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. LEP students shall be assessed to determine their English proficiency using a Department of Public Instruction approved English proficiency assessment instrument. The assessment shall be administered by the English Language Learner Teacher. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
3. LEP students assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
 - **Level 1- Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolated words or expressions.
 - **Level 2- Beginning Production** if all of the following criteria are met: (a) the student understands and speaks conversational English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 - **Level 3- Intermediate** if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 - **Level 4- Advanced Intermediate** if all of the following are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
 - **Level 5- Advanced** if all of the following conditions are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing and content area skills needed to meet grade level expectations, and (c) the student requires occasional support.

SCHOOL DISTRICT OF WEST DE PERE 5400.11 (R) cont'd
PROCEDURES FOR TESTING LIMITED-ENGLISH PROFICIENT STUDENTS

- **Level 6- Formerly LEP Now Fully English Proficient** if all of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient, and (b) the student reads, writes, speaks, and comprehends English within the academic classroom setting.
4. Student English proficiency assessment records shall be maintained by the School District of West De Pere in accordance with state and federal laws and District student records policies and procedures. Reports regarding LEP students shall be made to the DPI as legally required.

B. Assessing Academic Achievement

1. Decisions regarding performance assessments shall be made and documented on an individual basis for each LEP student. Assessment decisions shall be made by the child's classroom teacher and English Language Learner Teacher and communicated to the student's parent(s)/guardian. All communications to parents/guardians of LEP students shall be given in such a manner as to provide understanding of the information. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
- a. Except as specified below, students at English proficiency levels 1 or 2 as outlined above shall participate in alternative assessments even if they participate in a state-required test.
 - (1) Students at English proficiency levels 1 or 2 who have attended school in the first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 - (2) The District may continue, for no more than two additional consecutive school years, to assess a student described in (1) above with an alternate assessment, rather than the state-required tests, if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.
 - b. Students at English proficiency levels 3 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.
 - c. If an LEP student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to the following: providing the assistance of a qualified

SCHOOL DISTRICT OF WEST DE PERE 5400.11 (R) cont'd
PROCEDURES FOR TESTING LIMITED-ENGLISH PROFICIENT STUDENTS

translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing LEP students to use dictionaries or other educational aids while testing unless this use would invalidate the test; and allowing LEP students as much time as necessary to complete the test.

3. Student test/alternative assessment results shall be communicated to the student's parent/guardian and to the DPI as required by law.
4. LEP student test results shall be used consistent with District policies when making instructional, promotion and graduation decisions. Test results shall be used as the sole criterion in exiting LEP students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for post-secondary education opportunities. Exemption of an LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations.

An LEP student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve their English language skills and academic performance.

ADOPTED: 3/15/2004

SCHOOL DISTRICT OF WEST DE PERE
ADMINISTRATION OF MEDICATIONS

5400.12

The School District of West De Pere is committed to providing for the health and safety for all students in attendance. Medications are given to students in the school setting to continue or maintain a medical therapy which promotes health, prevents disease and relieves symptoms of illness or aids in diagnosis. As evidence of this commitment, school personnel are to be properly trained to provide for the administration of medications to students as may be needed during the school day. Authorization for the person to administer the medication to the student must be in writing from the administrator or principal.

Whenever possible, a student's medication and treatment should be scheduled outside of the school day. When medication is needed during the school day, school personnel must closely follow the established procedures.

Emergency medication for students or staff may be needed during school hours, most commonly for severe allergic reactions, complications of diabetes or prolonged seizures. These medications can be lifesaving. If the medication is ordered by the healthcare provider for the student's safety and is provided by the family, school administration and staff should be prepared to implement the plan for the student. Students receiving emergency medication at school must have a physician and parent/guardian consent form on file at the school. An individual Health Plan and/or Emergency Action Plan shall be completed for any student with an order for such medications, which includes:

- Appropriate information about the medication, name, dose, route and when it is needed
- Specific indications for use
- The procedure and necessary aftercare
- Plans for when the student leaves the school during the school day such as field trips

The School District of West De Pere stocks non-student specific emergency epinephrine and naloxone. In the event of a suspected life-threatening allergic reaction or opioid overdose, and the person does not have their own prescribed epinephrine or naloxone, a stock dose may be administered by a district employee who has been adequately trained.

LEGAL REFERENCE: WI State Statutes 118.29, 118.291, 121.02(1)(g), 441.11(4)
WI Administrative Code: N.6.3 (3), 441.11(4)

ADOPTED: 8/20/13
REVISED: 2/13/2023

SCHOOL DISTRICT OF WEST DE PERE
DIABETIC MANAGEMENT OF STUDENTS

5400.13

The School District of West De Pere is responsive to the needs of students with diabetes. Diabetic care is necessary for the student's immediate safety, long-term well being, and optimal academic performance. For the student who has diabetes, the learning process extends beyond academic goals to include learning how to manage diabetes effectively at school. The School District of West De Pere provides a safe environment and fosters this learning process. School personnel play an important role in helping the student manage diabetes effectively in school. The Wisconsin Department of Health and Family Services, Children with Diabetes, A Resource Guide for Wisconsin School and Families will be utilized by the School District of West De Pere as a resource guide to health services staff, clerical staff and families.

Effective management of diabetes at school can help:

- Provide a supportive learning environment for students with diabetes.
- Reduce absences.
- Reduce disruption to the classroom.
- Provide the necessary support in the event of an emergency.
- Achieve full participation in physical activities.
- Foster self esteem.

Action Steps for Diabetes Management Plan

Once the school has been informed by the child's parent or guardian that their child has diabetes, the District will initiate the following action steps for development of the plan of care for the student.

1. The school nurse, or designee, initiates and arranges for a family conference prior to the student's entry or return to school.
2. The school nurse, or designee, interviews the parent/guardian and develops Diabetes Medical Management Plan (DMMP). The DMMP will be updated annually by a healthcare provider.
3. Coordinate with appropriate teachers, principal, coach, and support staff to collectively develop an understanding of diabetes and the individual student's requirements to manage it effectively.
4. The parent/guardian provides the school with blood glucose monitoring equipment (or plan to bring it to school daily), medications, emergency glucagon, disposable needles, diabetic syringes, snacks, ketone strps and treatment measures for hypoglycemia.
5. Assist with administration of medication and/or blood glucose monitoring in accordance with DMMP and the medical orders of the student's healthcare provider.
6. The school nurse trains appropriately designated staff in DMMP procedures and disseminate information regarding diabetes to appropriate staff.
7. The school nurse plans for the nutritional needs and supplementary snacks according to DMMP.
8. The school nurse initiates and evaluates the student's individualized health plan (IHP) and makes modifications as needed.

SCHOOL DISTRICT OF WEST DE PERE
DIABETIC MANAGEMENT OF STUDENTS

5400.13

9. The school nurse maintains communication with student, staff, parent/guardian, in order to provide for the appropriate plan of care.
10. Conduct in-services with the appropriate personnel on the following:
 - Signs and symptoms of low blood sugar and high blood sugar
 - Times likely to occur
 - Prevention
 - Specific treatment
 - Blood glucose monitoring routines
 - Communication with family
 - Coping mechanisms of student and family
 - Issues of diabetes management
 - Glucagon administration

Diabetes Blood Glucose Testing

Blood glucose monitoring is a necessary and useful tool in the management of diabetes. Blood glucose testing is routinely done for all students with diabetes at school and can be done in the health room or classroom under special criteria. Objectives are to:

- Maximize the diabetic student's time in the classroom.
- Minimize the disruption to the classroom.
- Decrease the possible stigma of diabetes.
- Encourage blood glucose testing by the diabetic student through a readily accessible testing location.
- Minimize the time interval between recognition of low blood glucose symptoms and treatment.

Test may be administered by the student in the health room or designated area under the following conditions:

1. Test kit will be stored in health room with student's name on equipment and supplies.
2. The student will be assessed and evaluated by the school nurse if supervision is needed or if the student can be independent in this skill.
3. If determined the student cannot perform blood sugar testing independently, then the student will be supervised by the school nurse, or designee, in order to ensure safety and universal precautions.
4. Lancets and other contaminated materials will be placed in a sharps container.

Test may be administered by the student in the classroom under the following conditions:

1. Parent/guardian request student to do blood glucose testing in classroom.
2. Student is evaluated by school nurse and principal and meets the following criteria: demonstrates accurate finger-stick technique, ability to interpret blood sugar results and seek appropriate treatment if necessary, uses appropriate injection control practices consistently, and responsibility in completing procedure safely. If the student does not

SCHOOL DISTRICT OF WEST DE PERE
DIABETIC MANAGEMENT OF STUDENTS

5400.13 cont'd

meet these criteria, the student requires staff assistance and will complete blood glucose testing in the health room.

3. Test kit shall be carried in back-pack, the student's desk or a designated space in the classroom.
4. Teacher will be notified by student when test is being administered. Student will have pre arranged with teacher the most unbostructive way for this to occur.
5. Test shall be administered in an area in the classroom away from the other students.
6. Lancets and other contaminated material will be placed in a sharps container which will be kept in the student's room.
7. Student shall be allowed to carry or store snacks in classroom and eat snacks in the classroom as needed to alleviate hypoglycemia.
8. If the student does not act responsibly and/or disrupts classroom while testing, classroom privileges may be withdrawn and further testing done in the office health room.

Diabetic Ketoacidosis:

Diabetic ketoacidosis is a serious complication of diabetes that occurs when the body produces very high levels of blood acids called ketones. Diabetic ketoacidosis develops when there is too little insulin in the body or the student is ill or becomes ill. Ketones and high blood sugar impairs a student's ability to learn. Insulin normally plays a key role in helping sugar (glucose)- a major source of energy for muscles and other tissues- enter cells. Without enough insulin, the body begins to break down fat as an alternate fuel. In turn, this process produces toxic acids in the bloodstream called ketones, eventually leading to diabetic ketoacidosis if untreated. Untreated ketoacidosis is a life-threatening medical condition. Students with diabetic ketoacidosis signs and symptoms often develop quickly and my notice:

High blood sugar level	Loss of appetite
High ketone level	Weakness or fatigue
Excessive thirst	Shortness of breath
Frequent urination	Fruity-scented breath
Nausea and vomiting	Confusion
Abdominal pain	

Management of blood sugar over 400 at school:

1. Treat the student for a high blood sugar according to DMMP.
2. If a student has a blood sugar over 400 with moderate to large ketones, parent/guardian should be contacted and parent should seek immediate medical services for their student.
3. If a student has a blood sugar over 400 with moderate to large ketones and we are unable to reach parent/guardian or emergency contact, then 911 will be called.

SCHOOL DISTRICT OF WEST DE PERE
DIABETIC MANAGEMENT OF STUDENTS

5400.13 cont'd

Hypoglycemia

Hypoglycemia is a condition characterized by an abnormally low level of blood sugar (glucose), the body's main energy source. A low blood sugar impairs a student's ability to learn. Immediate treatment of hypoglycemia involves quick steps to get the blood sugar level back into a normal range, either with high-sugar foods or medications. Long-term treatment requires identifying and treating the underlying cause of hypoglycemia. Recognize the signs and symptoms of hypoglycemia early because untreated hypoglycemia can lead to seizure, loss of consciousness, and death. **Symptoms:**

Confusion, abnormal behavior or both, such as the inability to complete routine tasks.
Visual disturbances, such as double vision and blurred vision
Seizures, though uncommon
Loss of consciousness, though uncommon
Heart palpitations
Tremor
Anxiety
Sweating
Hunger

Management of low blood sugar under 80 at school:

1. Treat the student for a low blood sugar according to DMMP.
2. Notify parent/guardian of treatment of low blood sugar.

Administer Glucagon for life threatening low blood sugar and activate emergency services (CALL 911).

Glucagon Administration

Glucagon is used when a student with diabetes has a low blood sugar and is unable to take liquid or food by mouth because of severe sleepiness, unconsciousness, or seizure activity. Glucagon is used for life threatening low blood sugar and school staff or designee will activate emergency services by calling 911. Use of glucagon should be part of student's DMMP and include a physician authorization and signature. In the School District of West De Pere, school personnel who volunteer and who have completed Wisconsin Department of Instruction medication training for glucagon and have been properly trained by the District School Nurse may administer glucagon in **emergency** situations to a student based on that student's DMMP. School personnel volunteers must display competent performance and a copy of their training will be kept in the school nurse office and the employee is given a copy of their completed training. Glucagon medication is to be provided by parent/guardian for school use. The School District of West De Pere will not provide medication.

SCHOOL DISTRICT OF WEST DE PERE
DIABETIC MANAGEMENT OF STUDENTS

5400.13 cont'd

REFERENCE: WI State Statute 118.29, Section 504 of the Rehabilitation Act 1973, Individuals with Disabilities Education Act of 1991, WI Act 16 2001, Americans with Disabilities Act, School Nursing and Health Services: A Resource and Planning Guide, School Nursing: A Comprehensive Text 2006, NASN Position Blood Sugar Monitoring in the School Setting, Rescue Medication in School

ADOPTED: 10/16/06

REVISED: 8/20/13

SCHOOL DISTRICT OF WEST DE PERE
ALLERGY MANAGEMENT FOR STUDENT

5400.14

The School District of West De Pere is committed to the safety and health of all students. The prevalence of food allergies is increasing and nearly every school has students who have this severe, sometimes life-threatening condition. Other common causes of anaphylaxis include allergies to latex, medications, and insect stings. Schools are considered high risk areas for students with food allergies and other types of allergies. The School District of West De Pere **cannot guarantee an allergy free environment** and will make every reasonable effort to reduce exposure to any allergen.

Effective management of allergies at school can help:

Provide a safe and healthy learning environment for students with allergies.

Reduce the likelihood of severe or potentially life-threatening allergic reactions.

Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.

Protect the rights of the allergic student to participate in all school activities.

Creating an Allergen-Safe Environment

Protecting a student from exposure to offending allergens is the most important way to prevent life-threatening anaphylaxis.

Avoidance of exposure to allergens is the key to preventing a reaction.

The risk of exposure to allergens for a student is reduced when the school personnel, medical provider and parent/guardian work together to develop a management plan for the student.

Educating the school community about life-threatening allergies is important in keeping students with life-threatening allergies safe.

Anaphylaxis

Is an acute allergic reaction that affects more than one system of the body. It is a life-threatening event. If someone exhibits difficulty breathing, a drop in blood pressure, or symptoms in more than one body system (cutaneous, respiratory, gastrointestinal, or cardiovascular) after possible exposure to an allergen, it should be considered anaphylaxis. Medical attention and treatment should be sought immediately. Treatment of anaphylaxis is centered on treating the rapidly progressing effects of the histamine release in the body with epinephrine. The allergen should also be removed immediately.

Food Allergy

Is abnormal, adverse reaction to a food that is triggered by the body's immune system. The immune system responds to an otherwise harmless food as if it were harmful, resulting in the release of various chemicals including histamine. The most common food allergies are to peanuts, tree nuts, milk, soy, eggs, fish, crustacean shellfish, and wheat.

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ALLERGY MANAGEMENT FOR STUDENT

Allergy Symptoms are manifestations of the allergic reaction in various parts of the body. Symptoms may affect:

- The cutaneous system- skin inflammation, tingling, itching, hives, rash, swelling of the lips, tongue, and/or throat.
- The respiratory system- runny or stuffy nose, sneezing, coughing, wheezing, difficulty breathing.
- The gastrointestinal tract- abdominal cramps, vomiting, diarrhea.
- The cardiovascular system- drop in blood pressure, dizziness, lightheadedness, heartbeat irregularities, fainting, shock.

Action Steps for Allergy Management

Once the school has been informed that a student has an allergy, the District School Nurse initiates the following action steps for the development of the plan of care for the student. It is the parent/guardian responsibility to inform the school district and provide all treatment measures such as epipen or other medication for the student.

1. Prior to entry into school (or for a student already in school, immediately after diagnosis of a life-threatening allergic condition) the parent/guardian should meet with the school nurse to develop an Allergy Plan.
2. The parent/guardian must provide the school with written medical documentation from the health care provider of any allergy which should include medical orders, instructions and current medication used for the allergy.
3. The school nurse in conjunction with the student's parent/guardian and health care provider will complete the Food Allergy Plan or Allergy Plan. This plan will be distributed to all designated staff in the building at the beginning of each school year.
4. The type of allergy is documented in PowerSchool.
5. The school nurse will provide necessary training which will include preventative and emergency procedures for the allergic student.
6. In all schools, each student at risk for anaphylaxis shall be allowed to carry an epinephrine auto-injector with them at all times, if appropriate. School nurse will assess the student for their ability to self-administer epinephrine.
7. If this is not appropriate, the epinephrine auto-injector shall be kept in a secured place in the classroom, office or alternative placement if requested by the parent/guardian.
8. The school nurse will provide necessary training which will include preventative and emergency procedures for the allergic student.
9. Staff administering the epinephrine auto-injector will complete approved DPI training and demonstrate competent performance of skill with the school nurse.
10. At the elementary level, parents/guardians of the allergic student are responsible for providing a supply of safe snacks for their student with a food allergy.
11. Common allergies such as peanut butter shall not be used in lesson plans and projects.
12. Products containing latex such as balloons shall not be brought into the classroom. Every effort will be made by WDPSD to purchase latex free products.
13. Only latex free gloves shall be used in the school setting for all students and staff.

SCHOOL DISTRICT OF WEST DE PERE 5400.14 cont'd
ALLERGY MANAGEMENT FOR STUDENT

14. Lunch Room:
- Schools may designate a “safe” area for students with food allergies determined by each building principal.
 - A “no food” trading rule will be actively encouraged.
15. Allergy information is only shared with school employees who need to know about the student’s health concern. This does not include the bus drivers. The WDPSD contracts bus services and it is the parent/guardian responsibility to notify transportation services.
- Eating food should be prohibited on school buses.
 - With parental permission, school bus drivers will be provided with the Allergy Action Plan for the student.
 - If deemed necessary by administration, the school bus drivers shall be trained by the school nurse in recognition of allergic reactions and epinephrine auto-injector.
16. Posting signs in the classroom are done only per parent/guardian request.
17. All threats of harassment of students with food allergies will be taken seriously and will be dealt with in accordance with district bullying policy.
18. The school nurse should be responsible for determining the appearance of each field trip and consideration of safety of the student with life-threatening allergies. The school secretary scheduling the field trip should include timely notification to the nurse.
- Whenever students travel on field trips for school, emergency contacts will be listed.
 - Medications including epinephrine auto-injector, oral antihistamine medications and a copy of the student’s Allergy Action Plan must accompany the student.
 - A cell phone must be available on the trip for emergency calls.
 - Parents of a student at risk for anaphylaxis should be invited to accompany their child on school trips, in addition to the chaperones.
 - In the absence of accompanying parents/guardian, another staff member must be trained and assigned the task of watching out for the student’s welfare and for handling any emergency.
 - Clearly specify any special meals needed before the field trip.
 - No student should be excluded from a field trip due to the risk of allergen exposure.
 - Hand washing or hand wipes should be utilized by students and staff before and after consuming food.
19. The confidentiality of students with allergies shall be maintained to the extent appropriate and as requested by the student’s parent/guardian (Section 504, FERPA, HIPAA).

LEGAL REFERENCE: WI State Statute 118.29

School Nursing and Health Services: A Resource and Planning Guide
School Nursing: A Comprehensive Text 2006
NASN, Position Statement: Rescue Medication in School
Asthma and Allergy Foundation of America (AAFA)

ADOPTED: 8/21/12

SCHOOL DISTRICT OF WEST DE PERE 5400.15
TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

POLICY STATEMENT

- A. The School District of West De Pere shall provide special education and related services designed to meet the unique needs of each student with a disability, based on their individualized education program (IEP), as required by law.
- B. The term “related services” means transportation and such developmental, corrective and other support services as required for the student with a disability to benefit from special education. “Assistive technology devices and services” would clearly be a functional part of the services defined. An “assistive technology device” means any item, piece of equipment, or product system, whenever acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. “Assistive technology service” means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:
 - 1. Evaluation of needs of a student with a disability, including a functional evaluation of the child’s customary environment.
 - 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.
 - 3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
 - 4. Training or technical assistance for a child with disabilities or, if appropriate, that child’s family; and
 - 5. Training or technical assistance for professionals, employers, or others who provide services to employ, or are otherwise substantially involved in the major life functions of students with disabilities.
- C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

POLICY PROCEDURE

- A. A student’s need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from their education program, the technology must be provided to implement the IEP.
- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
- C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

1. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
 2. Team members gather baseline data if existing data does not provide all needed information.
 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 4. During a specified time frame, the trials are completed and data is collected.
 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
 6. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Students having special needs but not requiring a formal IEP according to law, which may include, but not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:
1. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
 2. Team members gather baseline data if existing data does not provide all needed information.
 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 4. During a specified time frame, the trials are completed and data is collected.
 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
 6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

LEGAL REF.: Wisconsin Act 258, Wisconsin Statutes Individuals with Disabilities Education Act of 2004

ADOPTED: 6/21/07

SCHOOL DISTRICT OF WEST DE PERE **5400.16**
STAFF ADMINISTRATION OF NON-STUDENT SPECIFIC EPINEPHRINE

Anaphylaxis is a severe allergic reaction which can be life threatening. It may occur within minutes after a triggering event or up to hours later. Students with food allergies and other allergic disorders are at risk for this medical emergency. Students can experience allergic reactions in very different ways. Delays in treatment with epinephrine increase serious health risks for these students.

The School District of West De Pere will stock epinephrine at each school and 4K off-site locations. In the event of an anaphylactic reaction of a student or staff member and the person does not have their own prescribed Epi-Pen ®, an “unassigned” Epi-Pen ® may be administered by a district employee who has been adequately trained. The district will develop procedures for the administration of non-student specific epinephrine.

Any district employee may be authorized to administer epinephrine. The employee must be willing to assume the responsibility, is authorized in writing by the school principal, and has received Department of Public Instruction approved training for the administration of epinephrine. The district employee shall be sufficiently trained by the district’s School nurse in recognizing the signs and symptoms of anaphylaxis, on the proper administration of epinephrine auto-injector, and the proper procedures following administration of the epinephrine auto-injector. The district employee will also successfully demonstrate competent performance in the administration of epinephrine auto-injector annually. In the event a staff member administers non-student specific epinephrine, emergency medical services will be called.

REFERENCES: Food Allergies: Managing and Preventing Acute Reactions in the School Setting Fall 2013 Wisconsin School Health Services Project, Wisconsin Public Health Association Food Allergy and Anaphylaxis Network. (2011) Food Allergy Action Plan. Food Allergy and Anaphylaxis Network (FAAN). (2001) School Guidelines for Managing Students with Food Allergies. National Association of School Nurses. (2011) Suggested Nursing Protocol for Students without an Emergency Care Plan.

ADOPTED: 1/15/14