

Bloomer High School

Own Today, Succeed Tomorrow!



Student Handbook 2025 – 2026

Mr. Chad Steinmetz

Principal

chad.steinmetz@bloomer.k12.wi.us

Mr. Jason Steinmetz

Assistant Principal / AD

jason.steinmetz@bloomer.k12.wi.us

Mrs. Nikki Seibel

Counselor – Grades 11-12

nikki.seibel@bloomer.k12.wi.us

Mrs. Malia Clements

Counselor – Grades 9-10

malia.clements@bloomer.k12.wi.us

TABLE OF CONTENTS

District Mission and Vision	3
Attendance Policies and Procedures	4
General Information	6
Legal Rights	14
Student Discipline Policies.....	15
School Board Policies.....	20

BELL SCHEDULES

Bloomer High School Bell Schedules 2025 - 2026

1st Lunch

Regular Schedule

Tuesday - Thursday

Period 1	8:00-9:10
Period 2	9:15-10:25
Period 3A	10:30-11:06
1st Lunch	11:06-11:36
Period 3B	11:40-12:10
Period 4	12:15-1:19
Period 5	1:24-2:28
Resource	2:33-3:20

Advisee Schedule

Monday - Wednesday - Friday

Period 1	8:00-9:00
Period 2	9:05-10:05
Advisee	10:10-10:34
Period 3A	10:39-11:05
1st Lunch	11:05-11:35
Period 3B	11:39-12:09
Period 4	12:14-1:19
Period 5	1:24-2:29
Resource	2:34-3:20

2nd Lunch

Regular Schedule

Tuesday - Thursday

Period 1	8:00-9:10
Period 2	9:15-10:25
Period 3	10:30-11:40
2nd Lunch	11:40-12:10
Period 4	12:15-1:19
Period 5	1:24-2:28
Resource	2:33-3:20

Advisee Schedule

Monday - Wednesday - Friday

Period 1	8:00-9:00
Period 2	9:05-10:05
Advisee	10:10-10:34
Period 3	10:39-11:39
2nd Lunch	11:39-12:09
Period 4	12:14-1:19
Period 5	1:24-2:29
Resource	2:34-3:20

School Calendar

First Trimester: August 28-November 20

Second Trimester: December 1-March 5

Third Trimester: March 16-June 5

Our Mission Challenge and inspire all students

Our Vision A culture of excellence that ensures opportunities for all

We Believe That:

1. A partnership among community, parents/guardians, and school is essential to a quality education.
2. Teamwork and communication are essential skills.
3. Every child deserves an excellent education.
4. All individuals can learn.
5. Individual needs are met, and growth is achieved by providing a variety of opportunities to develop talents and strengths.
6. Schools help develop individuals of character.
7. All individuals have value and should be treated with respect.
8. Critical and creative thinking are essential to adapting to an ever-changing global and technological society.
9. Learning should be a fulfilling, life-long experience.
10. All individuals have a right to a safe, welcoming environment.
11. All individuals are responsible for their actions.
12. Taking pride in school facilities enhances school climate.
13. Setting high goals promotes excellence.

Bloomer High School Mantra = Own Today, Succeed Tomorrow!

STUDENT ATTENDANCE ADMINISTRATIVE PROCEDURES

Regular attendance and promptness are the most important factors to school success including academic growth, confidence, friendship and self-reliance. Strong attendance habits are also essential employability skills. When students are absent from school, their performance lags, they lose interest and they tend to fall behind. Cooperation and communication between home and school is necessary for the success of all students throughout their time in high school. Therefore, at Bloomer High School, attendance will be closely monitored and strictly enforced per Wisconsin State Statute 118.15. Wisconsin State Statute 118.15 states parents/guardians are required to ensure that children ages six to eighteen attend school regularly during the full period and hours of every day that school is in session.

School Day

For the purpose of the attendance policy, the school day is considered 8:00 a.m. to 3:20 p.m. Students are expected to be in the building during these times unless prior approval has been given.

Excused Absence Policy

The principal or assistant principal will serve as the school attendance officer for each school in the district and deal with all matters relating to school attendance and truancy.

Accumulated absences under any combination of the provisions listed below for pre-arranged absences shall not exceed 10 school days (this includes all or any portion of a day). The school attendance officer is empowered to approve a legal excuse to any student for the following reasons per the school board policy:

- Illness or injury
- Appointments that cannot be scheduled outside of the school today
- Funeral
- Recognized religious observances
- Trips with the parents/guardians
- Court appearance
- Special circumstances that show good cause which are approved in advance by the school attendance officer.

In the event of a medical/dental appointment, a parent excused absence will be entered in Skyward until a school excuse note from the medical/dental office has been turned in to the office. At that time, the absence will be changed from parent excused to medical appointment.

Medical Excuse Requirement

Absences in excess of ten days may result in the student being placed "On Medical" by administration. Parents will receive a letter notifying them that their student has been placed "On Medical" and all future absences may require a medical excuse from a physician. Case-by-case considerations will be evaluated dependent on circumstances.

Excused Absence Procedure

If a student will be absent from school, a parent/guardian should email the main office or call the attendance line to leave a message at 715-568-2800, press 2 for the high school, press 1 for the attendance line by 8:00 a.m.

If the attendance secretary does not receive a phone call or email by 8:00 a.m., a call and email will be placed to the parent/guardian to ensure the safety of the student. Students will be issued a pass to leave early for an approved appointment and then will check out at the office window on the iPad.

A student whose parent/guardian did not call or email the school on the day of the absence must be excused by their parent/guardian within three days of the absence between 7:30 a.m. and 8:00 a.m. The school attendance officer will determine whether or not this absence will be considered excused.

The student is responsible for communicating with all teachers to determine work missed during the absence.

Any student who leaves the building for any reason during regular school hours is required to check out at the office prior to exiting the building. If an absence is sudden or unplanned (i.e. student does not have a pink pass to leave the building), then the student must checkout with the school secretary in the main office.

School Functions

A student who is unexcused for part or all of a day will not be allowed to attend school related functions on the day of such absence.

Tardiness Policy

Each student has the responsibility to report to school and scheduled classes on time. A bell indicates the beginning of each period. Students are required to be in their assigned classroom when the bell rings. Students who are not will be considered tardy. A student arriving to the school after the attendance bell should stop at the office window to scan their student ID and receive a tardy slip. Parents/guardians will only be allowed to excuse their student's tardiness to school two times per trimester. Students that lose their student ID will pay \$5.00 for a replacement ID.

Tardiness Procedures

The following consequences will be applied on a trimester basis. Students will receive a verbal warning for the first tardy of a given trimester. Additional tardies in all classes will apply toward the consequences below:

2nd Offense-Lunch Detention

3rd Offense-Lunch Detention and Warning Letter to Parent

4th Offense-Behavior Plan: including loss of Open Campus Lunch for one week

5th and Subsequent:

1) Truancy Procedures Begin

2) Loss of Open Campus Lunch for the trimester

Unexcused Absences / Truancy Policy

The act of being of being absent from school for part or all of a school day without permission from parents/guardians or school administrators. Included are absences which do not comply with the School District of Bloomer's attendance policy. The school will notify parents/guardians of unexcused absences.

First Unexcused Absence

1) Principal/Assistant Principal-student conference

2) Parent/guardian contact (phone call)

3) Lunch Detention

Second Unexcused Absence

1) Principal/Assistant Principal-student conference with parent/guardian

2) Lunch Detention

Third Unexcused Absence

1) School Resource Officer Referral

2) Loss of Open Campus Lunch for one week

3) Truancy Warning Letter Sent

Fourth Unexcused Absence

1) Weekly Meetings with School Resource Officer

2) Behavior Plan Meeting with principal/assistant principal

3) Loss of Open Campus Lunch for the remainder of the semester

Fifth Unexcused Absence

1) Truancy Letter Sent by Certified Mail

2) Conduct Truancy Meeting with parent/guardian, student and school personnel

3) Referral to Chippewa County DHS Juvenile Court Intake

Attendance Requirement for Participation in Graduation Ceremony

(Board Policy – Rule 345.62)

Students of senior status must attend at least 85% of the school year in order to be eligible to participate in the graduation ceremony. Two half days equal a full day, and six periods equal full day. A student may not miss more than 10 days of the third trimester, unless approved by the Principal. The Principal may use discretion for extenuating circumstances if a senior were to miss more than 26 days of the school year. After this threshold has been crossed, a student's wish to participate in the ceremony will require the Principal arranging a plan that will require time to be made up after school, off days, and/or Saturdays.

Unexcused absences will not be considered for this provision.

GENERAL INFORMATION

Academic Success Committee

Bloomer High School has an Academic Success Committee, which meets weekly to review student academic progress. The Academic Success Committee is made up of 8-10 staff members including teaching staff, support staff, student services staff, and administration. The Academic Success Committee also provides leadership in planning efforts to support students who are struggling in one or more classes.

Advisee Period

On Mondays, Wednesdays, and Fridays there will be a 24-minute advisee period built into the daily schedule. This period will be used for many activities such as goal setting, academic and career planning, character education, WSAS/ACT prep, counseling, etc. Students will earn one-fourth of a credit (pass/fail) per year for successful attendance and participation in advisee period activities. An activity period will be scheduled during advisee period on Friday each week. Only students involved in activity meetings will be permitted to leave their advisee group and they will be dismissed by announcement from the office.

Announcements

Announcements will be read over the PA system at the end of the school day during resource period. They will also be projected on the big screen TVs in the commons and lobby and sent out to staff and students via email each morning and after lunch. Announcement forms are available online and must be submitted by 8:00 a.m. **All announcements must be approved by a member of the staff and are restricted to school-related issues.** Extreme care should be taken to ensure that announcements are as clear and concise as possible.

Breakfast/Lunch

The school cafeteria serves breakfast and lunch under the sponsorship of the Federal Lunch program. Meals are planned to meet nutritional requirements set forth by the U.S. Government to provide balanced class "A" meals. All Bloomer High School students are required to eat in the school commons. Each student is expected to go to the end of the line as it forms. **No student is allowed to eat breakfast or lunch in any other place in the building unless they are attending a supervised school-related meeting.**

Chromebooks

As part of a continued 1:1 initiative, the School District of Bloomer will be supplying Chromebooks to all students in Grades 9 – 12 during the 2025 – 2026 school year. These devices are the property of the district. The Chromebook's function provides each student access to required educational materials. The Chromebook allows students access to Skyward, Google Apps for Education, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking, or high-end computing. Students and parents/guardians must sign and return the School District of Bloomer Chromebook Agreement document before the Chromebooks can be taken home. The Chromebook Policy Handbook outlines the procedures and expectations for families to protect the Chromebook investment for the district. Chromebooks will be collected at the end of each school year, and students will retain their original Chromebook each year while enrolled at Bloomer High School.

Community Night

Wednesday night has been designated as community night in Bloomer. School functions are scheduled so as not to interfere with these activities. **All school-related activities must conclude by 6:30 p.m.**

Curriculum

At Bloomer High School, the program for each student is planned on an individual basis. Each student, with their parents/guardians, teachers and counselor will develop a four-year program at the end of the eighth grade, except for revising its purposes as aptitude and levels of achievement necessitate. Courses may be dropped and others added if the student has changed their goals or if they have not attained the level of achievement that will enable them to be successful in the courses previously planned for the following year.

Each student has the service of a counselor who, with the help of the student and their parents/guardians, guides the development and revision of the student's individual program. **The student must submit a schedule change form, with all the necessary signatures, before Student Services will take action.**

Colleges and perspective employers recognize and evaluate all activities a student enters beyond their required credits for graduation.

Dances

All Bloomer High School dances are closed dances (for BHS students only). The only exception to this policy is by way of guest passes, which BHS students may request from the Principal or designee prior to a dance. **No guests aged 19 or older are permitted to attend BHS dances. Transportation will be provided to and from dances that are off site, and students will not be allowed to drive to such dances. Students are required to use the school-provided transportation to and from a dance that is held off site.**

Fees and Fines

Many courses require students to purchase materials for projects they will keep. Other fees include athletic fees, class dues, materials fee, parking fee, etc. Fees for the 2025 – 2026 school year are as follows:

- Athletic Fee - \$50.00 per sport
- Class Dues - \$5.00/year for freshmen, sophomores, and juniors
- Chromebook Fee -- \$20.00/year for all students
- Material Fee - \$20.00/year for all students
- Parking Fees - \$30/year
- Lost Planner Fee - \$5
- Lost Student ID Fee - \$5

Students are also subject to fines for damaged or lost Chromebooks, library books, textbook abuse, and lost books.

Fire, Tornado, and Active Shooter Drills

Fire drills and tornado drills are held in accordance with state regulations. In addition, staff and students will participate in active shooter drills in conjunction with the Bloomer Police Department. A careful plan for vacating our building has been worked out by school administrators and safety officials. Staff and students have been trained in the ALICE protocol. These regulations and guidelines will be explained and reviewed by teachers through the advisee program. It is important to remain quiet when leaving the building during evacuation drills as it may be necessary to give verbal instructions, which must be heard by all. In fire drills, students who are first out of the building must be sure to walk far enough from the building to leave room for those who exit later. All school personnel are expected to check to see that all students under their supervision have left the room, then they must close the door and join their group in leaving the building (as far as the outside landings). Each room has instructions posted as to the nearest exit for evacuation drills and the designated shelter area for tornado drills. The rally point for an active shooter evacuation is St. John's Lutheran Church, which is located at 1403 Newman Street.

Grades

Grades are computed on the following point system:

A+	4.000	B	3.000	C-	1.666
A	4.000	B-	2.666	D+	1.333
A-	3.666	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.666

Academic Recognition by Trimester

High School students who maintain a 3.50 cumulative grade-point average (GPA) shall be recognized as "honor" students. Students who maintain a 3.75 cumulative GPA shall be recognized as "high honor" students. In order to qualify for this recognition, a student must be considered a full-time student and have no failing or incomplete grades during that trimester.

Graduation Requirements

1. Bloomer High School requires 26 credits for graduation.
2. All courses carry one-half credit per trimester.
 - a. Eight trimesters of English: two trimesters of English 9, two trimesters of English 10, two trimesters of English 11 and two trimesters of English 12 or college English.
 - b. Six trimesters of Social Studies: two trimesters of American History, one trimester of World Civilizations or AP Human Geography, one trimester of Economics or AP Economics, and two trimesters of Introduction to American Government or AP U.S. Government.
 - c. Six trimesters of mathematics – two trimesters of Algebra I, two trimesters of Geometry, and two trimesters of Algebra II or Algebra II Connections.
 - d. Six trimesters of science – including two trimesters of Physical Science 9 and two trimesters of Biology.
 - e. One trimester of physical education is required in grades nine, 10 and 11 for a total of 1.5 credits.
 - f. One trimester of Information Processing I in grade nine.
 - g. One trimester of Health in grade 10.
 - h. One trimester of Financial Literacy in grade 11 or 12.
3. Students will earn .25 credits each year for successfully completing the activities in advisee period.
4. Students must carry a minimum of 7.5 credits per year. Seniors in coop programs must carry a minimum of 6.0 credits per year.
5. When physical education is waived because of a medical excuse, another course must be carried in place of it.
6. Certain courses have prerequisites or requirements, which must be met before a student may register for the course.
7. Some courses are restricted to specific grade levels and may not be carried before the designated year.
8. Bloomer High School graduation requirements are minimum requirements. Students planning to pursue post-secondary education should also take college/technical school preparatory courses.

Hall Decorations

The Principal or designee must approve of all posters and other decorations to be placed in the halls.

Homecoming

The homecoming court will be comprised of five couples from the senior class.

Homecoming court elections will be conducted in the following manner:

1. All seniors who meet the designated criteria will be eligible for the homecoming court unless they remove themselves from the ballot the week prior to homecoming.
2. All court members will be determined by voting which will take place during advisee period the week before homecoming week.
3. Seniors only will vote for five (5) boys and five (5) girls to represent their class and Bloomer High School on the homecoming court and ties will be broken if necessary. Once the homecoming court has been established, the entire student body will vote for King and Queen.

To be eligible for homecoming court, seniors must meet all the following criteria:

1. Be in good standing with regard to the activities code.
2. Be passing all courses as of the Friday prior to homecoming week.

3. Have no suspensions during the current school year.
4. Have no detentions as of the Friday prior to homecoming week.

Illness

There is a cot available in the sick room for students who become ill during school hours. Sick students should report to the office.

If the illness continues, office personnel will make arrangements for the student to go home. **Students may not leave the school without permission from office personnel.**

Laude System

A Laude System will recognize students at Graduation. Graduating seniors who have excelled in grades 9-12 will be identified for recognition based on the following criteria after second trimester of their senior year:

Cum Laude – cumulative GPA of 3.50 – 3.749
Magna Cum Laude – cumulative GPA of 3.75 – 3.999
Summa Cum Laude – cumulative GPA of 4.0

Students who graduate with Cum Laude, Magna Cum Laude, or Summa Cum Laude status will be recognized at the senior awards banquet and in the Graduation program. Students who graduate with Magna Cum Laude or Summa Cum Laude status will be invited to the honors banquet sponsored by the Chamber of Commerce.

Library Media Center

The Library Media Center is where students go to conduct research, read books and magazines or to find out the latest day's news. In order to function efficiently and to serve as many students as possible, the LMC has the following rules:

1. Students must have an electronic pass approved in advance from the LMC Specialist or Aide or from the staff member who will be sending them to the LMC.
2. The LMC is a quiet place.
3. **Do not eat or drink in the LMC without permission from the LMC Specialist or Aide.**

Please use the online catalog to help you locate books and other materials in the library. BadgerLink is available for magazine and newspaper articles. Students also need permission to print material.

Lockers

Students will be assigned a locker in which to keep all school supplies and personal belongings. If the locker fails to work properly at any time, report it to the office so that repairs can be made. Do not attempt to force doors open as you may damage them beyond repair.

In addition, students enrolled in a physical education course will be provided with a locker in the locker room in which to secure their belongings. **Students are required to secure their belongings in their lockers.** Padlocks are available for free from the high school office. A \$10 deposit is due when the lock is issued and will be refunded when the lock is returned. **Bloomer High School will not be held responsible for lost or stolen property from the locker rooms if it is not properly secured in a locker.**

Lost and Found

The office oversees the lost and found department. All articles found should be brought to the office. If an article is lost, it should be reported to the office.

Notice of Academic Standards

Pursuant to sections 118.30 (1g) (a) and 120.12 (13) (b) of the Wisconsin State Statutes, the School District of Bloomer will use the following academic standards as approved by the Board of Education. This adoption shall be annual or as required by law.

What are academic standards?

Academic standards are basic expectations identifying what students should know and be able to do within a given content area or subject. Standards serve as goals and milestones for instruction and learning. Standards also assist parents understand basic expectations of achievement for student learning across academic areas.

The District follows a curriculum review cycle. The curriculum review teams examine existing standards from the state of Wisconsin as well as National standards prior to approval. The District reviews standards and develops local expectations for student learning. It is important to remember that standards are not curriculum. Curriculum remains flexible, while standards are the benchmarks to obtain. Standards attempt to identify and focus on the most essential aspects of learning, while teaching the standards and developing lessons are left to the instructors at the various grade levels. The District Academic standards do not mandate the use of specific standardized tests.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history.

Standards in Effect as of 2018-2019

Wisconsin Academic Standards

- Agriculture, Food and Natural Resources
- Art & Design Education
- Business and Information Technology
- Early Learning Standards
- Family and Consumer Sciences
- Health Education
- Information and Technology Literacy
- Marketing, Management, and Entrepreneurship
- Music Education
- Personal Financial Literacy
- Physical Education
- School Counseling
- Social Studies
- World Languages

The District has also adopted other standards for curriculum based upon rigor:

National Science Standards <http://www.nextgenscience.org/>

Common Core Mathematics <http://www.corestandards.org/Math/>

Common Core Literacy Standards <http://www.corestandards.org/ELA-Literacy/>

Who can I contact for more information about the District's academic standards?

If you have questions about this notice, please contact Brian Misfeldt at the School District of Bloomer. *Standards may be modified as curriculum comes forward for Board of Education approval.*

NOTICIA de Los Estándares Académicos de la Asociación de Escuelas del Bloomer

Los Estándares Académicos de la Asociación de Escuelas de Bloomer son los siguientes:

- Artes y Letras del Idioma Inglés y Matemáticas utilizan los Estándares Esenciales Comunes (Common Core Standards)
- El resto de las asignaturas utilizan los Estándares del Modelo Académico de Wisconsin junto con los Estándares de Lectura y Escritura del Área de Contenido de Estándares Esenciales Comunes.
- Educación Preescolar utiliza los Estándares del Modelo de Wisconsin para Educación Preescolar

Open Campus

Bloomer High School has an open campus for sophomores, juniors, and seniors. Open campus is a privilege, not a right, and it can be revoked at any time at the request of parents/guardians or at the discretion of the Principal or Assistant Principal. Students are expected to have their actions in the community during lunch hour reflect the Blackhawk Way.

Passes

Passes are required for students to move about the building during the school day. Continuing in the 2025 – 2026 school year, an electronic hall pass system (Securly E Hall Pass) will be used. **When leaving and then returning to a classroom, students must sign out and back into that classroom using Securly E Hall Pass.** Pink admit slips are required for students to leave the building. **All students leaving the building during the school day must sign out, and if returning, scan back in at the office with their student ID.**

Pathfinders

Pathfinders is a course that will meet with Mr. Herrick and Mrs. Seibel during resource period and is worth one-fourth credit per trimester. Participants will then lead lessons, with a partner, in freshmen groups during advisee period on Wednesdays. Pathfinder participants will be allowed to leave campus during resource period on Fridays. This course provides an opportunity to gain valuable experience in a real leadership role. Participants in Pathfinders are expected to display behavior and choices, in and outside of school, that are a positive example to others. The ultimate goals of our Pathfinders course are to provide a Mentor Program for the freshmen class and to provide leadership development and opportunities for juniors and seniors.

Progress Reports

Progress reports will be emailed to parents/guardians in the middle of each trimester. Copies of progress reports will also be accessible to school counselors so they may assist students and help them improve their academic standing. Students' mid-term grades will impact their eligibility for participation in all extra-curricular activities, not just athletics.

Report Cards

Report cards will be posted in Skyward under the portfolio tab at the end of each trimester. Hard copies of report cards will be provided for parents/guardians who request them or who do not have an email address in Skyward. Report cards are used for the purpose of informing parents/guardians about their child's academic progress in school.

Resource Period

Resource period will be scheduled for all students at the end of each day and will be designated as sixth period. Resource period is an academic time of the day intended for students to complete assignments, prepare for quizzes and exams, and receive assistance from their teachers. Band and choir are also scheduled during resource period on opposite days (Choir MWF and Band TR).

Schedule Changes

A great deal of effort is required to prepare the high school schedule. Sufficient time is allowed for each student to study the course offerings and confer with parents/guardians and the school counselor before deciding on a schedule for the following school year. The student should be completely satisfied with his/her course selections before submitting the course request form to the counseling office.

The following guidelines will be followed in making schedule changes:

1. Students who fail the first trimester of a math or Spanish course, for example, may be required to drop the second trimester. This will be done by the recommendation and authorization of the teacher.
2. Senior students participating in a co-op program will be allowed to drop and add elective courses in order to schedule work release. Co-op students will be allowed a maximum of two release periods for work release.
3. With approval, students may drop a course within the first two weeks of a trimester and receive a withdrawal grade (W). Students who are approved to drop a course after the first two weeks of a trimester will receive a withdrawal-failure grade for the trimester (WF). A teacher may override the WF grade if they feel the student was academically misplaced in a course. **Students who receive a WF grade will be declared academically ineligible for extracurricular activities at the midpoint of the trimester or the end of the trimester (whichever comes first) in which they originally withdrew from the course.**
4. Parent/guardian requests will follow the aforementioned guidelines.

5. Decisions regarding schedule change requests based on extenuating circumstances will be made at the discretion of the counselor. All decisions may be appealed to the Principal.

School Closings

When it becomes necessary to close school for any reason, the closing will be announced on local radio and television stations. An automated phone call and/or email will also be sent home to each family registered in the district.

Student Government – Board Policy 5820

The Bloomer Board of Education sanctions and recommends the organization of a Student Council at the secondary level. The Council shall assist in improving the general welfare of all students and shall give the students opportunities to participate in the orderly working of the democratic process.

Members of the Student Council shall be elected democratically. The rights and responsibilities of the Council shall be clearly set forth in a constitution. The Council may make recommendations to the administration on any topic of student concern. The administration and Student Council shall keep channels of communication open, not only between themselves, but also between the Council and the rest of the student body. School officials believe that such open communication, based upon mutual respect, can contribute to the development of positive school morale. It can also bring about increased understanding and improvement of relationships between students, faculty, administrators, parents, and the community in general.

Student IDs

All Bloomer High School students will be issued a photo identification card at the beginning of the year, which they are expected to always have in their possession. The IDs serve numerous purposes: identification, lunch account access, LMC checkout, security, etc. The first ID will be issued at no cost to students. Replacement IDs may be obtained from the main office for a cost of \$5.00.

Student Scholarships – Board Policy 5451.02

Students in the School District of Bloomer shall be informed by Student Services of any available academic scholarships.

Literature concerning available scholarships shall be posted in the high school building. The high school counselor shall maintain records of available scholarship opportunities and advise students of these opportunities. Scholarship lists shall be available in the Student Services office, the website, and other designated posting areas throughout the building. All organizations or persons recognized by the district, who provide gifts, bequests, scholarships, and other aids, benefits or services must provide an assurance of non-discrimination.

The School District of Bloomer shall present scholarships which have been awarded through one of the following procedures:

1. Student awards chosen by the local scholarship committee.
2. Student awards chosen by a recognized post-secondary institution.
3. Student awards chosen by a private corporation, family or organization which provides assurances.

The School District of Bloomer shall not discriminate in the acceptance and administration of gifts, bequests, scholarships, and other aides, benefits, or services to pupils from private agencies, organizations, or persons on the basis of race, Religion, Nationality, Gender, Sexual Orientation, Gender Identity or Expression, Genetic Information and Testing, Family and Medical Leave, Age, Disability, Veteran/Military Status, Marital Status or other status protected by Federal or State Law . Discrimination complaints shall be processed in accordance with established procedures.

Academic Excellence Higher Education Scholarship – Board Policy 5451.01

To be eligible for the Wisconsin Higher Education Scholarship, a student must be considered a senior (19 or more credits and in his/her fourth year of high school) and have been enrolled as a full-time student for three consecutive trimesters prior to the awarding of the scholarship. Credits transferred for grade point computation must be from a public or private high school that would be eligible in Wisconsin to select a student for the Academic Excellence Higher Education Scholarship. Students transferring from a school outside of Wisconsin must earn credits from a high school comparable to a school in Wisconsin that is eligible for the Academic Excellence Higher Education Scholarship. All subjects for which a student has been enrolled and in which a grade has been issued, as indicated by the transcript, are included in the grade point average. All grades are unweighted. Any pass/fail grades are not included in the GPA (Grade Point Average).

Academic Achievement Honors (Laude System) will be determined following the second trimester of a student's senior year. The Wisconsin Academic Excellence Scholarship will be awarded in accordance with State Statutes.

Selection of Wisconsin Academic Excellence Scholarship (WAES)

The recipient of the WAES shall be the student who has the highest grade point average at the end of eleven (11) high school trimesters according to the following guidelines.

1. The student must have attended Bloomer High School for at least one high school year (any three complete trimesters) prior to the senior year and complete his/her senior year successfully.
2. The highest grade point average will be determined by all trimester grades in all courses taken during grades 9-12, inclusive, that are accepted for credit by the School District of Bloomer.
3. If two or more students have the same grade point average, the following criteria in rank order will be used to determine the eligible student:
 - a. The student with the highest composite American College Test (ACT) score available as to the end of the eleventh trimester.
 - b. The student with the most overall credits through eleven trimesters.
 - c. The student with the most credits in core academic areas – math, science, social studies, and English – through eleven trimesters.
 - d. The student with the most credits in Advanced Placement (AP) and dual credit courses through eleven trimesters.
 - e. The student with the most involvement and leadership exhibited in school activities. This shall be determined by a committee which includes the high school principal, high school assistant principal/ activities director, the high school counselor, and a high school teacher.

The School District of Bloomer shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of Race, Religion, Nationality, Gender, Sexual Orientation, Gender Identity or Expression, Genetic Information and Testing, Family and Medical Leave, Age, Disability, Veteran/Military Status, Marital Status or other status protected by Federal or State Law.

Student Immunization

Students admitted to the District's schools must present immunization records as required by law. A student may be waived from the immunization requirements for reasons of health, religious or personal conviction. The Principal or designee shall be responsible for notifying the student, parents/guardians or legal custodian of the immunization requirement and shall inform such persons in writing of their right to an immunization waiver. In addition, a designated staff person at each building shall be responsible for maintaining complete and up-to-date immunization records for each student attending their schools.

Student Services

The Student Services office is open during the school day unless it is being used for meetings or group work. The room is to be used for research into occupations, post-secondary education and other information related to careers, employment, and success in school. The resources in the room are to be used for student services purposes. This room offers all students an opportunity to receive assistance in various areas – college and vocational career planning, personal counseling, employment opportunities, jobs, or any other area of concern to the students. Students are urged to consult with the counselor and to inform their parents/guardians of the availability of this service to them.

A counselor will make contact with students each year to assist them with their future plans, establishing realistic goals, developing methods of realizing their goals and plans, understanding their interests and aptitude, and relating their interests and aptitude with their future plans.

Telephone

The telephone in the office is for the use of office personnel and school business. Students will not be called from class for phone calls unless it is an emergency.

Textbooks

All textbooks are issued free of charge at the beginning of the trimester. Students are expected to return the book at the end of the trimester with no more than normal wear. Fines will be assessed for unusual wear or damage. If the book is lost or damaged beyond repair, students must pay the replacement cost.

Visitors

Bloomer High School does not allow student visitors unless there are extenuating circumstances. In such cases, permission must be granted from the Principal or designee. Parents/guardians may visit with pre-approval from the Principal or designee.

Other Policies

This handbook does not cover all existing policies of the Board of Education. Additional policies and regulations will be presented and discussed with the student body as they become pertinent.

LEGAL RIGHTS AND EXPECTATIONS

The courts have repeatedly shown that students retain their constitutional rights when they attend school. Courts have also shown that when these rights are in question, the justification for limiting these rights lies with school officials. There are many situations when the rights of many outweigh the rights of the individual. The courts have given school officials the power and the guidelines necessary to protect the education process.

Student Complaints – Board Rule 5710

The Board recognizes that, as citizens, students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be provided for and appropriate appeal procedures implemented.

The Board or its employees will hear the complaints of the students of this District provided that such complaints are made according to procedures established by the District Administrator. Multiple policies provide complaint procedures available to students which include but may not be limited to:

- A. Policy 5517.01 - Bullying;
- B. Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- C. Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity;
- D. Policy 5517 - Student Anti-Harassment; and
- E. Policy 9130 - Public Requests, Suggestions, or Complaints

If a student has a complaint which does not appear to fit any of the above categories or another adopted policy of the Board, the student should present the complaint to the student's Principal or the District Administrator for review and response.

Due Process

The 14th Amendment of the U.S. Constitution requires a due process procedure for questioning the decision process followed in determining whether or not a law has been violated. It also requires that all laws must be within the power of the government and must have a rational purpose.

Before any disciplinary action such as expulsion or suspension is taken against a student, the student has a right to the due process guaranteed him/her by state law. Any student accused of an action and threatened with punishment for this action has the right to request a hearing, represented by counsel, before the district administrator or designee, with the student's parents/guardians attending if he/she desires. If the student is still dissatisfied, he/she may request a hearing before the Board of Education.

Family Education Rights and Privacy Act

Each year the Bloomer School District is required to give notice of the various rights accorded to parents or students pursuant to the Family Education Rights and Privacy Act (FERPA) and Section 118.125 of the Wisconsin Statutes. Parents and students have a right to be notified and informed. The Bloomer School District has also designated certain information contained in the pupil records of its students as directory data for purposes of the Family Education Rights and Privacy Act (FERPA) and Section 118.125 Stats. Except as provided herein, directory data may be disclosed to any person. In accordance with FERPA and sections 118.125 Stats. notice is provided of the following:

Right to Inspect: You have the right to review and inspect pupil records maintained by the School District of Bloomer.

Right to Prevent Disclosures: You have the right to prevent disclosure of pupil records to third parties with certain limited exceptions. It is the policy of the Bloomer School District to limit the disclosure of information contained in pupil records to those instances when prior written consent has been given to the disclosures as an item of directory data to which you have not refused to permit disclosure or under provision of FERPA or Section 118.125 Stats. which allows disclosure without prior written consent.

Right to Request Amendment: You have the right to seek to have corrected any parts of a pupil's records which you believe to be inaccurate, misleading, or otherwise in violation of your rights. This right includes the right to a hearing before the District Administrator to present evidence that the records should be changed if an initial decision is made not to grant your request. Alternatively, you may place a written explanation of your request for correction in the pupil's record's file.

Right to Complain to FERPA Office: You have the right to file a complaint with the Family Education Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue S.W., Washington D.C. 20202, concerning any alleged failure to comply with FERPA.

Right to Obtain Policy: You have the right to obtain a copy of the written policy adopted by the Board of Education in compliance with FERPA and Section 118.125, Stats. A copy may be obtained in person or by mail from: the Office of the Superintendent of Schools, Bloomer School District, 1310 17th Ave., Bloomer, WI 54724.

Freedom of Speech

Students have a first amendment right to freedom of expression. The seventh circuit court of appeals has shown that speech may be limited within the school setting for the following three reasons: (1) it may cause a material or substantial disruption; (2) it is pervasively vulgar; (3) or it is harmful to self or others.

Search and Seizure

The 14th amendment of the U.S. Constitution protects all citizens from unreasonable search and seizure.

STUDENT DISCIPLINE POLICIES

Philosophy

The administration believes that the primary obligation for developing self-discipline, responsibility and respect for other people rests with the home and parents/guardians. Children who have developed these qualities usually progress well in school. The school is also concerned with the development of attitudes, habits and behavior and must provide a proper climate for learning. Therefore, it strives to work cooperatively with parents/guardians in the student's development. Teachers want all students to learn, but disruptive students can thwart their efforts. When students do not follow the rules of proper conduct, the school has a responsibility to act in the interest of those students and the other students in the school to meet this shared responsibility for the maintenance of good behavior.

Parents/Guardians Should:

1. Communicate regularly with the school concerning their child.
2. Attend parent-teacher conferences regularly.
3. Ensure that their child is in daily attendance.
4. Provide the resources needed to complete class work.

5. Assist their child in being healthy, well-groomed, and clean.
6. Discuss report cards and homework assignments with their child.
7. Maintain up-to-date home, work, and emergency telephone numbers.

Students Should:

1. Attend all classes and be on time.
2. Be prepared to come to class with appropriate working materials.
3. Refrain from profane or inflammatory statements.
4. Be respectful of all individuals and property.
5. Conduct themselves in a safe and reasonable manner.
6. Be responsible for their own work.
7. Abide by the rules/regulations set forth by the school and teachers.
8. Seek changes in an orderly and approved manner.

Teachers Should:

1. Encourage the use of good guidance procedures.
2. Maintain an atmosphere conducive to good behavior.
3. Plan a flexible curriculum to meet the needs of all students.
4. Promote effective training or discipline.
5. Encourage parents/guardians to communicate with the school.
6. Seek to involve students in the development of policy.
7. Endeavor to involve the entire community in the educational process.

Purpose

To ensure an atmosphere which is conducive to learning, it is necessary to balance carefully a student's individual rights with his/her responsibilities for good citizenship. It is in an effort to preserve this proper balance that this code is being utilized. The intended effect is to create an educational climate conducive to learning, responsible and considerate behavior and one in which the safety of students and all persons is assured.

The various sections of this code are intended to comply with local, state, and federal laws. If any section of this document is found to be contrary to law or constitutional rights, it shall be revised.

Introduction

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since students spend the greatest amount of time during the school day in the classroom, **teachers must assume the primary responsibility for gaining the respect and cooperation of students so that an effective learning environment may be maintained.** Each teacher must apply a carefully thought-out approach to classroom discipline and administer it with a sense of fairness and consistency. At other times, disciplinary problems occur which are beyond the scope of the classroom teacher's area of responsibility (i.e. between classes, lunch time, before and after school, etc.) or are of a serious enough nature to require referral to the Principal or designee. Through the administration of a school wide disciplinary program, the Principal or Assistant Principal sets the tone for acceptable behavior throughout the school and campus. The Principal or Assistant Principal also must operate from a carefully developed set of rules and consequences that ensure fair treatment, consistency, and due process.

Office Disciplinary Referrals

Offenses that warrant immediate removal from school:

- Arson
- Attack (physical battery and/or verbal threats of bodily harm)
- Bomb/other terroristic threats
- Detonation of explosives
- Disorderly conduct
- Possession of alcohol/drugs/other illegal substances
- Weapons

Offenses that warrant removal from class and/or office referral:

- Behaviors that significantly prevent teaching/learning/safety
- False alarm (fire, threats to building, etc.)
- Fighting (physical fighting between students)
- Refusal to comply
- Repeated minor offenses (see Classroom Discipline)
- Theft
- Tobacco/vaping devices and/or use of tobacco/vaping
- Under the influence of alcohol/drugs/other illegal substance
- Use of cell phones in bathrooms or locker rooms
- Vandalism
- Verbal outbursts that significantly prevent teaching/learning
- Violation of school policy (i.e. electronic device policy, COVID masking, and any such future policies)

Classroom Discipline:

- A good learning environment in the classroom is the joint responsibility of the teacher and students. This atmosphere will be promoted through clearly established rules and regulations.
 - Teachers will clearly post specific classroom rules/expectations/electronic device policy for their classroom in their classroom, as well as provide a copy for the office.
 - The teacher has the responsibility to act on infractions of classroom rules. In cases where corrective actions prove ineffective, and such actions have been correctly documented, or the behaviors warrant immediate removal per the school's behavior policy, the teacher may remove the student from the classroom and send them to the office. The purpose of sending a student to the office is 1) to re-establish the learning atmosphere, which the student disrupted, and 2) to provide a setting for the student to examine their actions, which prompted their removal and make a commitment to correct their behavior.
 - Teachers must document classroom attempts at corrective actions according to the following procedures before sending students out of the classroom to the office.
 - Must have five documented instances per trimester
- i. Documentation only ODR and conference with student
 - ii. Documentation only ODR and second conference with student
 - iii. Documentation only ODR, conference with student, and documented parent contact
 - iv. Documentation only ODR, conference with student, documented plan for improved behavior
 - v. Office referral and parent phone call

Leveled Discipline Policy - Level of consequence to be determined by administration

- **Level One:**
 - Conference with student
 - Refocus 2 Learn intervention
 - Detention (1-5 days/discretion of administration)
 - Parent contact
 - The fifth Level One offense will automatically be a Level Two offense
- **Level Two:**
 - Conference
 - Parent contact or meeting
 - ISS with Refocus 2 Learn intervention
 - Open campus revoked one week
 - Meet with School Resource Officer
 - The third Level Two offense will automatically be a Level Three offense
- **Level Three:**
 - Conference
 - Parent contact
 - OSS
 - Re-entry meeting

- Open campus revoked for trimester
- **Level Four:**
 - Conference
 - Parent contact
 - OSS
 - Re-entry meeting
 - Referral to juvenile intake with meeting with school resource officer and parents
 - Open campus revoked for the school year
- **Level Five:**
 - Expulsion

Caveats:

- FBA may happen at any time
- IEP may change leveled consequences
- Police referral may occur at any time
- Severity and chronicity will determine level of consequence

Definitions

Alcohol/Drugs: Use, possession, selling/transmitting or being under the influence of alcohol or any drug (includes misuse/abuse of prescription drugs/medications) on school property, or in route to or from school including any activity under school sponsorship on or off school property.

Arson: The willful and malicious burning - or attempt to burn - any part of any building or any property of the school, students, or members of the staff.

Behaviors That Significantly Impede Teaching/Learning/Safety: Any behavior that prevents the teacher from being able to teach and/or students from being able to learn that is significant and/or prolonged or negatively impacts school safety.

Bomb/Other Terroristic Threats: The act of initiating a bomb threat - or any other terroristic threat.

Detention: The act of requiring a pupil to stay on campus before school, during lunch, or following the school day for a specified period of time.

Detonation of Explosives: The act of detonating any explosive device on school grounds.

Disorderly Conduct: The act of engaging in violent, abusive, indecent, profane, unreasonably loud, or otherwise disorderly conduct when the conduct tends to cause or provoke a significant disturbance.

Expulsion: An action taken by the Board of Education to prohibit an enrolled pupil from further attendance for a specified period of time determined by the Board of Education.

False Alarm: The act of initiating a fire alarm or initiating a report warning of fire, threat or other catastrophe without just cause.

Functional Behavior Analysis (FBA): A process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors.

Fighting: The act of involving hostile bodily contact toward any student or member of the school staff on school property, or in route to or from school including any activity under school sponsorship on or off school property.

Individualized Education Plan (IEP): A plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services.

In-School Suspension: The act of prohibiting a pupil from attending classes for a period of no more than five (5) school days. The pupil serves the suspension time in the school building in an area specified by the Principal or Assistant Principal.

Out-of-School Suspension: The act of prohibiting a pupil from attending school for a period of no more than five (5) school days. The pupil serves the suspension away from the school building and grounds and is not allowed on school grounds during the duration of the suspension.

Physical Attack: The act of physically assaulting, or in some other manner, attempting to injure any student or member of the school staff on school property, or in route to or from school including any activity under school sponsorship on or off school property.

Refocus 2 Learn (R2L) Intervention: A process designed to help students refocus and prepare to return to the classroom.

Refocus 2 Learn (R2L) Rooms: Supervised removal area used by teachers when necessary to remove students from class. In addition, the Principal or Assistant Principal may use the R2L room for in-school suspensions. However, being assigned to an R2L is not necessarily considered a suspension.

Refusal to Comply: The repeated or significant unwillingness to follow established school and/or classroom rules when addressed by any school staff member.

Repeated Minor Offenses: Violations of specific classroom rules that have been properly documented at least four times before being referred to the office on the fifth offense.

Suspension: The act of prohibiting a pupil from attending school for a period of no more than five (5) days.

Theft: Theft of the property of the school, students, or members of the school staff.

Tobacco/Vaping: Use, possession, selling/transmitting of tobacco/vaping products/devices on school property, or in route to or from school including any activity under school sponsorship on or off school property.

Vandalism: The act of willfully destroying the property of the school, students, or members of the staff. Damage requiring cleaning, repairing, or rendering unusable.

Verbal Attack: The act of verbally threatening the well-being or safety of any student or member of the school staff (including making threats toward the individual and/or telling the individual to harm themselves) on school property, or in route to or from school including any activity under school sponsorship on or off school property.

Verbal Outburst: Verbal conduct intended or likely to upset, distract or annoy others, such as name-calling, teasing, baiting, etc. This also includes the use of profanity.

Violation of Current School Policy: Failure to follow any policy implemented by the school board/superintendent in response to any emergency action at any time.

Weapons: Possession of any device that causes bodily harm or death to another individual on their person, in their locker or in their vehicle.

Bus Rules and Regulations

Bus riders shall conform to the same standards of conduct that are expected of students at school and any additional applicable standards established by the bus driver.

When a student fails to conduct themselves in accordance with established rules, the bus driver shall bring such misconduct to the attention of the Principal or designee. **When continuing or serious problems exist, the student's bus riding privileges may be suspended.**

Refocus 2 Learn (R2L) Room Procedures

1. Students assigned to R2L will report to the office immediately.
2. **Failure to report to the office/ R2L will result in additional consequences as deemed necessary by the Principal or Assistant Principal.** Students who feel they have been sent to R2L unjustly should report to the office as directed and then follow the procedures for grievances at a later time.
3. **Failure to comply with R2L supervision and expectations will result in an out-of-school suspension.**

Other Disciplinary Infractions

Violations of the following school rules/policies have specific sequential consequences.

1. Cheating/Plagiarism

- All Offenses – The administration and teacher will determine the appropriate consequence depending on the severity of the offense.

- Repeated offenses may result in the student receiving a WF for the trimester.

2. Dress Code

The courts have repeatedly shown that students retain their constitutional rights when they attend school. Courts have also shown that when these rights are in question, the justification for limiting these rights lies with school officials. There are many situations when the rights of many outweigh the rights of the individual. The courts have given school officials the power and the guidelines necessary to protect the education process.

- All Offenses – Students will have an administrative conference and be required to change, cover, or remove the article of clothing in question.
- Repeated offenses will result in additional consequences as deemed appropriate by administration.

Detention

A detention period is set up for students who have violated specific school rules and procedures. Detentions may be assigned by the Principal or Assistant Principal at designated times (i.e. before school, during lunch, after school, etc.)

1. All detentions must be served when assigned or Open Campus Lunch privilege will be revoked-
2. Any student with detentions to make up will not be allowed any privileges during the school day or at school-sponsored activities, this includes Open Campus Lunch privileges.
3. Any student with detentions to make up will not be allowed to participate in graduation exercises.

Suspension Procedures

No suspension from school shall be imposed without an informal administrative conference with the pupil, except when it appears that the pupil will create an immediate and substantial danger to him/herself or to people or property around the student.

A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony and a readmission plan shall be personally served upon the pupil at or before the notification by mail within 48 hours of the conference. In the event a student is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to persons or property around him/her, the written notice shall be served either personally or by mail upon the pupil and his/her parents/guardians within 48 hours of the suspension.

Suspended students must be allowed to make up all class work that was assigned during the period of the suspension.

BOARD OF EDUCATION POLICIES

In addition to following the rules, guidelines, and procedures set forth in this handbook, all School District of Bloomer policies will be followed. These policies can be found on the district website.

Student / Parent Rights – Board Policy 5780

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, they differ in the ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the District Administrator.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials mean instructional content, regardless of format, which is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The District Administrator shall, in consultation with parents, develop a procedure addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A and Form 9130 F3.

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict his/her parents' access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent with the Family Education Rights and Privacy Act and applicable State student records law.

Artificial Intelligence – Board Policy 7540.08

The Board recognizes the positive impact that artificial intelligence (AI) technology may have in the District's educational program and operations. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to the following: Policy 5505 – Academic Honesty; Policy 5500 – Student Code of Classroom Conduct; Policy 5500.01 – Conduct in Virtual Classroom; Policy 5517 – Student Anti-Harassment; Policy 5517.01 – Bullying; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330 – Student Records; Policy 2240 – Controversial Issues in the Classroom; Policy 7540.03 – Student Technology Acceptable Use and Safety; and Policy 7540.04 – Staff Technology Acceptable Use and Safety.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

Personal Communication Devices – Board Policy 5136

As a privilege and with the primary goal of encouraging students to use technology in a responsible manner for educational purposes, students may be granted limited permission to possess and use personal electronic devices at school (before, during and/or after the normal school day) and/or in other school-supervised settings. Such limited permission shall be consistent with the following general parameters:

1. The District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.
2. The rapid expansion of communication technologies, the increasing prevalence of multi-function devices, and the extent to which numerous electronic devices are now Internet-enabled, lead the Board to conclude that the regulation of electronic communication devices has become merged with the broader topic of acceptable use of technology within the school setting. Accordingly, the Board delegates to the administration the authority to develop, implement, enforce, and revise as necessary rules that govern students' acceptable use of technology in a manner that incorporates specific expectations related to students' possession and use of communication devices and other personal electronic devices.

- a. Students in the various schools have different needs, levels of understanding, and maturity levels. Accordingly, rules regarding student possession and use of communication devices and other personal electronic devices may differentiate among students by grade level or on another reasonable basis.
 - b. The rules may address both instructional and non-instructional uses of the devices.
 - c. The rules shall permit students at all grade levels to use a personal electronic device to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person. When carrying out school emergency response plans, however, students may be asked to turn off their personal electronic devices so emergency communication networks are not overwhelmed and emergency response efforts are not jeopardized.
 - d. At all times other than emergencies as identified in the paragraph above, permission to possess and/or use personal electronic devices at school or in any school-supervised setting shall be subject to further modification or limitation by a teacher, activity supervisor, or any school administrator.
 - e. Consistent with state law requirements, a copy of the District's rules regarding student possession and use of electronic communication devices shall be provided to students on an annual basis.
3. Students who receive limited permission to possess and/or use any personal electronic device receive those permissions as a privilege, not a right. Students who violate any law or any applicable school policy, rule, or directive in connection with their possession or use of personal electronic devices shall be subject to disciplinary action in accordance with established procedures.
 4. The use of cellular telephones or electronic communication devices to take photographs or to receive or transport video images is prohibited at all times in locker rooms, restrooms, and other similar private areas.
 5. Nothing within this policy or in any rules established in connection with this policy shall be construed to limit a student's ability to use an electronic device in a manner that functions as assistive technology necessary for a student's education and that is required under an individualized education program (IEP) or a Section 504 plan.

POLICY FOR BLOOMER HIGH SCHOOL: Possession and/or Use of Electronic Devices

Bloomer High School recognizes that in this day and age electronic technology is very much a part of students' and families' everyday lives. We believe it is time to embrace this reality. Therefore, in an attempt to match the diverse expectations in society and the workplace, Bloomer High School will abide by an electronic device policy. The policy will be clearly posted and communicated with the students, as well as outlined in each course syllabus. Students will be expected to follow the Bloomer High School electronic device policy. **Unless permission is granted by the classroom teacher or staff member for using electronic devices for instructional purposes, they shall be kept in a hanging organizer near the teacher's or staff member's desk or supervisory work area. Students are expected to put their electronic device (cell phone) in the organizer at the beginning of class, and they can be retrieved at the end of class.** Violations will follow the Office Disciplinary Referral procedure, see page 26. Students are not permitted to leave class for the purpose of using a cell phone or electronic device without permission.

In order to comply with Wisconsin state law, use of cell phones in bathrooms and locker rooms is prohibited. **Students with their cell phone in plain view in a bathroom or locker room will have their phone immediately confiscated and brought to the office. Violations will follow the Office Disciplinary Referral procedure.** In the case of an emergency, students may ask permission to be sent to the office where they can use their cell phone or a school provided phone.

If a classroom teacher or staff member confiscates an electronic device, it will be secured in a safe place until the teacher or staff member can take it to the office.

School personnel have the authority to detain and search, or authorize the search of, any student upon reasonable suspicion of inappropriate use of an electronic device. School personnel also have the authority to confiscate or to remove an electronic device from a student's possession.

Parents and guardians are discouraged from calling, texting, or contacting students via an electronic device during the school day. In an emergency situation, please contact the high school office at (715)568-2800. Students will be contacted immediately by the office and will be allowed to use their cell phone or a school-provided phone to contact a parent or guardian.

In addition, refusal to hand over an electronic device when asked by a teacher or staff member will follow the Office Disciplinary Referral procedure.

Search and Seizure – Board Policy 5771

The Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the Principal to provide students with written notice of this policy at least annually and those routine inspections be done at the discretion of the Principal of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, Building Principals, Assistant Principals, and School Resource Officer.

Student Person and Possessions

The Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever they have individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies an admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the school does not have a school resource officer or if the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Dress and Grooming – Board Policy 5511

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. 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.

Accordingly, the District Administrator shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;
- B. interfere with schoolwork, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall also apply to the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event. Where appropriate, a uniform or specific dress requirement shall be used for students when representing the District as described.

In enforcing the dress code, the following procedures shall be used:

- A. the principal shall serve as the initial arbiter of student dress and grooming in his/her building;
- B. before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation.

Expressive dress may not be protected speech if it involves:

- A. Obscenity
- B. Language or depictions intended to incite violence or foment hatred of others

Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one political party but prohibiting depictions of support for the other).

Student Dress – Policy Guidelines

The following guidelines are more specific as to what is required, permissible and unacceptable under the Dress and Grooming Policy:

- Footwear shall be worn for all school activities except as otherwise approved.
- Students have the responsibility of wearing safety or special equipment whenever it is required.
- Shorts are permissible; however, not too short.
- Clothing that allows undergarments to be visible (i.e. spaghetti straps, strapless tops, low-rise pants/shorts, etc.) or which show the mid-riff is unacceptable.
- Students will not be permitted to wear clothing, jewelry or other items identified with a gang or gang-related activities.
- Students will not be permitted to wear any clothing, jewelry or other items promoting or referring to alcohol or other illegal substances.
- Students will not be permitted to wear clothing on which offensive material is printed. Offensive material would include, but not be limited to: words, statements or graphics referencing immorality, profanity, or other obscenity.
- Chains (other than those considered to be jewelry) may not be worn by students.
- Students are required to always possess their photo IDS during the school day.

Student Use of Motor Vehicles – Board Policy 5515

Students shall be allowed to drive vehicles to school and park on school grounds in compliance with published regulations in the Bloomer High School Student Handbook. Students shall use only the designated student parking. Students who wish to park on school property during school days shall obtain a parking permit and will be subject to all rules published annually in the handbook.

The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students -- a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.

The Board will permit the use of motor vehicles by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the Principal Permit Process to operate a motor vehicle on school grounds.

The Board will not permit the use of minibikes for travel to and from school.

The Board will not be responsible for motor vehicles which are lost, stolen, or damaged.

The Board will permit the use of snowmobiles by legally qualified individuals for travel to and from school provided that the snowmobile is operated only within designated areas.

The District Administrator shall establish standards for the granting of permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

Student Motor Vehicle Use – Policy Guidelines

The following guidelines will be used to regulate parking on school property by the administration in cooperation with the Bloomer Police Department.

All student vehicles must be registered in the high school office using the Student Parking Registration form. In the event of a vehicle change, the new vehicle must be registered. Unfortunately, parking at Bloomer High School is limited, and as a result, the number of permits sold will also be limited. Starting in August and during the first two weeks of the school year, juniors and seniors will have the opportunity to purchase a parking permit. After that time, if there are still permits available, sophomores will have the opportunity to purchase them. Students who are not able to purchase a parking permit due to limited availability will need to park along Oak Street. The cost of a parking permit, as determined by the Board of Education, is \$30 for the entire school year.

Parking in the high school parking lot during school hours (7:30 a.m. to 3:30 p.m.) without a parking permit will result in the following:

1. First Offense – Verbal or written warning.
2. Second / Subsequent Offenses – Referral to Bloomer Police Department for citations.

The policies and regulations relating to student automobile use are also applicable to other motor vehicles such as motorcycles, mopeds, etc. The speed limit in the parking lot and on school approaches is 15 miles per hour, as designated by Wisconsin law.

All vehicles must be parked in designated spaces and locked upon arrival at school and during the school day. Students are also restricted from sitting in any vehicles or being in the school parking lot during the school day or school activities for any reason without permission from the Principal or Assistant Principal. Violations of these expectations will result in disciplinary consequences as deemed appropriate by the Principal or Assistant Principal.

All conduct deemed unacceptable by school standards or Board policy will result in administrative and/or disciplinary action. Violations beyond these regulations and against traffic laws in the State of Wisconsin will be referred to the Bloomer Police Department. Strict enforcement of the above policies and regulations are for the safety of all students and staff at Bloomer High School.

Suspension and Expulsion – Board Policy 5610

The Board recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

SUSPENSION

For purposes of this policy, "suspension" shall be the short-term exclusion of a student from a regular District program.

The District Administrator, the principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., which include, but are not limited to: noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not

under the supervision of a school authority that endangers the property, health, or safety of any employee or Board member of the District in which the student is enrolled.

The District Administrator, the principal, or a teacher designated by the District Administrator shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with an Administrator, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records. Reference to the suspension on the student's school record shall be removed if the Administrator finds that the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension.

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete coursework missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents or guardian in correcting conduct subject to disciplinary action that is caused by homelessness.

EXPULSION

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to the expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the District Administrator who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the District Administrator to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the District Administrator within five (5) school days of a decision to revoke early reinstatement. The District Administrator shall meet with the student and/or parents within five (5) school days of a request. The District Administrator's decision is final.

The District Administrator may designate another School District employee to perform the functions pertaining to a student's early reinstatement but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a) (3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

As required by 20 U.S.C. 7151, the District Administrator will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for

violating the above-stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to their parent(s) or guardian(s). The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of Sec. 120.13(1) (c)4, Wis. Stats.

An expelled student or, if the student is a minor, the student's parent(s) or guardian(s) may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist the administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

Technology Resources and other Electronic Equipment – Board Policy 5136.01

While in some instances the possession and use of technology resources (as defined in Bylaw 0100) and other electronic equipment or devices by a student at school may be appropriate, the possession and use of such technology resources and other equipment or devices by students at school may also have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process.

Students may use the following technology resources and other electronic equipment/devices during instructional time for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision, and may use these technology resources and other electronic equipment during non-instructional time, provided such use is consistent with the Policy 7540.03 Student Acceptable Use and Safety:

- A. cameras (photographic and/or video),
- B. laptops,
- C. tablets (e.g., iPad-like devices),
- D. smartphones,
- E. e-readers (e.g., Kindle-like devices),
- F. personal digital assistants (PDAs),
- G. portable CD/MP3 players with headphones,

Students may use the following technology resources and other electronic equipment/devices while riding to and from school on a school bus or other vehicle provided by the Board at the discretion of the building principal:

- A. cameras (photographic and/or video),
- B. laptops,
- C. tablets (e.g., iPad-like devices),
- D. smartphones,
- E. e-readers (e.g., Kindle-like devices),
- F. personal digital assistants (PDAs),
- G. portable CD/MP3 players with headphones,
- H. electronic games/toys,

Distracting behavior that creates an unsafe environment will not be tolerated.

Students are prohibited from using technology resources and other electronic equipment or devices in a manner that may be physically harmful to another person (e.g., shining a laser in the eyes of another student). Further, at no time may any technology resources or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using technology resources, a camera, or other electronic equipment/device to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex (including transgender identity, sexual orientation, and gender identity), age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. Violation of these prohibitions shall result in disciplinary action.

Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are prohibited from using technology resources and other electronic equipment/devices to capture, record, or transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty. Similarly, students are prohibited from using technology resources and other electronic equipment and devices to capture, record, or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using technology resources or other electronic equipment/devices to capture, record, or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted unless authorized by the building principal. Technology resources and other electronic equipment/devices are expressly banned from and may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a camera or other electronic equipment/device is absolutely prohibited.

Unauthorized technology resources and other electronic equipment and devices will be confiscated from the student by school personnel and disciplinary action taken.

If technology resources or other electronic equipment/device is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed.

Any technology resources or other electronic equipment/device confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. Technology resources or other electronic equipment/devices in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules (e.g. a student is observed using a camera in a prohibited area). Any search will be conducted in accordance with Policy 5771 – Search and Seizure.

Students are personally and solely responsible for the care and security of any technology resources and other electronic equipment or devices they bring to school. The Board assumes no responsibility for theft, loss, damage, or vandalism to electronic equipment and devices brought onto its property, or the unauthorized use of such devices.

Weapons Prohibited for Students – Board Policy 5772

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law without the permission of the District Administrator.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below), razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by a principal, as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition will never be approved);
- C. theatrical props used in appropriate settings; and
- D. a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the student's class work.

Any student who has reason to believe that a person has or will violate this policy shall report to the District Administrator or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

Public Requests, Suggestions, or Complaints – Board Policy 9130

Any individual(s), having a legitimate interest in the staff, programs, and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff and students from harassment, disclosure of confidential information, and other violations of the staff's or student's rights. It is the intent of this policy to provide a process for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

Guidelines for Consideration of Matters Brought Forward Under this Policy

A. First Level

Generally, if the matter raised involves a staff member, the individual(s) should discuss the matter with the staff member, if appropriate. The staff member shall take appropriate action within their authority and District administrative guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the building principal.

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing a District Compliance Officer for further review.

Matters not resolved at the Second Level may be brought to the Third Level.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. the specific nature of the request, suggestion, or complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the individual(s) (or child of a Complainant) has been affected adversely, if at all, or an explanation of other adverse results or impact of the matter;

3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted promptly within five (5) business days of the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board **or** a committee of the Board **prior to making a final decision on the matter.**

The Board's decision, or the decision of the committee of the Board to which the matter was referred, will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one (1) individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall refer the individual(s) to this policy or the District Administrator for further assistance.

Policy 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517 - Student Anti-Harassment);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

District Compliance Officers (hereinafter referred to as the COs)

The Board designates the following individuals to serve as the District's CO's:

Dr. Joshua Isaacson
Superintendent
1310 17th Ave.
Bloomer, WI 54724
715-568-280
joshua.isaacson@bloomer.k12.wi.us

Rebecca Lueck
Director of Special Education/Pupil Services
1310 17th Ave.
Bloomer, WI 54724
715-568-2800
rebecca.lueck@bloomer.k12.wi.us

© Neola 2021

Legal
118.13 Wis. Stats.
P.I. 9, Wis. Adm. Code
P.I. 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C. 7905, Boy Scouts of America Equal Access Act
29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 2000 et seq., Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
29 C.F.R. Part 1635, The GINA Regulations
34 C.F.R. Part 110, The Age Discrimination Act Regulations
Guidelines for Vocational Education Programs, Department of Education, Office for Civil Rights, March 21, 1979

Policy 2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance solely by reason of disability. The Board does not discriminate in admission or access to, participation in, treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and the Board will make its facilities, programs, and activities accessible to qualified individuals with disabilities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

OCR Complaint

At any time, if a student or parent believes that the student has been subjected to discrimination based upon disability in violation of Section 504 or the ADA, the student or parent may file a complaint with the OCR. The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Chicago Office
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560
FAX: 312-730-1576
TDD: 800-877-8339E-mail:
OCR.Chicago@ed.gov
Web: <http://www.ed.gov/ocr>

© Neola 2021

Legal
29 C.F.R. Part 1630
34 C.F.R. Part 300
34 C.F.R. Part 104
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

Policy 5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

© Neola 2023

Legal
48.981, Wis. Stats.
118.13, Wis. Stats.
P.I. 9, Wis. Admin. Code
P.I. 41 Wis. Admin. Code
20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)
29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended
42 U.S.C. 1983
42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
34 C.F.R. Part 104, Section 504 Regulations
34 C.F.R. Part 300, IDEA Regulations

Policy 3362.01 - THREATENING BEHAVIOR TOWARD STAFF MEMBERS

The Board believes that a staff member should be able to work in an environment free of threatening speech or actions. Threatening behavior consisting of any words or deeds that intimidate, or are intended to intimidate, a staff member or are reasonably likely to cause concern for his/her physical and/or psychological well-being is strictly forbidden. Such actions by any student, parent, visitor, staff member, Board member, contractor, or agent of the Board is prohibited, and the Board authorizes appropriate corrective and remedial action including disciplinary action where appropriate, referral to law enforcement, or pursuit of other remedies, including injunctive relief if appropriate. This policy should be read consistent with, and in conjunction with, school safety and the mandatory reporting of threats of violence in Policy 8462.01 - Threats of Violence. The District Administrator may administer guidelines to implement procedures for complaints and for investigation, as well as resolution of complaints.

© Neola 2020

Legal
Chapter 947, Wis. Stats.

Policy 4362 - EMPLOYEE ANTI-HARASSMENT

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to

attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters (collectively, Protected Classes), or any other characteristic protected by law in its employment practices (hereinafter referred to as harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

The District will offer counseling services to any person found to have been subjected to harassment and, where appropriate, the person(s) who committed the harassment.

© Neola 2021

Legal

111.31, 118.195, 118.20, Wis. Stats.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 1983

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

29 C.F.R. Part 1635

National School Boards Association Inquiry and Analysis - May 2008

Policy 2266 – NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third Parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

© Neola 2022

Legal

19.21(6), Wis. Stats.

118.25, Wis. Stats.

120.13, Wis. Stats.

948.02, Wis. Stats.

20 U.S.C. 1092(F)(6)(A)(v)

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)

34 C.F.R. Part 106

34 U.S.C. 12291(a)(8)

34 U.S.C. 12291(a)(10)

34 U.S.C. 12291(a)(30)

42 U.S.C. 1983

42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

Policy 8330 - STUDENT RECORDS

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

© Neola 2022

Legal
46.215, Wis. Stats.
46.22, Wis. Stats.
46.23, Wis. Stats.
115.298, Wis. Stats.
118.125, Wis. Stats.
118.125(2)(q), Wis. Stats.
20 U.S.C. Section 1232f (FERPA)
20 U.S.C. Section 1232g (FERPA)
20 U.S.C. Section 1232h (FERPA)
20 U.S.C. Section 1232i (FERPA)
20 U.S.C. 1400 et seq., Individuals with Disabilities Education Improvement Act
20 U.S.C. 7165(b)
20 U.S.C. 7908
25 U.S.C. 450b(L)
26 U.S.C. 152
34 C.F.R. Part 99

Policy 2240 - CONTROVERSIAL ISSUES IN THE CLASSROOM

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the District.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem-solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues, and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic, and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry;
- D. does not cause a substantial disruption in the school environment.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to their point of view. Teachers should be mindful that this does not permit them to offer opinions on topics which would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.

The classroom shall not be used as a forum for the discussion of District employment issues.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with their religious beliefs or value system, the school will honor a written request for their child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

The District Administrator shall develop administrative guidelines for dealing with controversial issues. (See also Policy 3310 – Employee Expression in Noninstructional Settings)

© Neola 2023

Policy 2270 - RELIGION IN THE CURRICULUM

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establishes religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 and AG 8800A, AG 8800B, and AG 8800D. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class period for specified reasons. The student will be provided with alternate learning activities during the times of such parent requested absence.

For the privacy of students whose parents request that they not take part in the particular class period, prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view, and the District Administrator shall prepare administrative guidelines to that effect.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

See Reference: Policy 8800
See References: AG 8800A, AG 8800B, and AG 8800D

© Neola 2019
Legal
U.S. Constitutional Amendment 1

Policy 2414 - HUMAN GROWTH AND DEVELOPMENT

The Board directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2), Wis. Stats.

Such instruction will include the following:

- A. Medically accurate and age-appropriate instruction in the following topics:
 - 1. the importance of communication about sexuality between the student and the student's parents or guardians
 - 2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
the benefits of and reasons for abstaining from sexual activity, which shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent
 - 3. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
 - 4. how alcohol and drug use affect responsible decision-making
 - 5. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
 - 6. adoption resources, prenatal care, and postnatal supports
 - 7. the nature and treatment of sexually transmitted infections

- B. The instructional program will also include the following:
 - 1. address self-esteem and personal responsibility, positive interpersonal skill, and healthy relationships
 - 2. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships
 - 3. address the positive connection between marriage and parenting
 - 4. present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors
 - 5. puberty, pregnancy, parenting, body image, and gender stereotypes
 - 6. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections
 - 7. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life.

Consistent with applicable State law, the following shall also be incorporated into the above subjects, when age-appropriate, in the same course and during the same year:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.;
- F. explains the sex offender registration requirements under 301.45, Wis. Stats.; which shall include who is required to report, what information must be reported, who has access to the information reported, and the implications of being registered;
- G. provides medically accurate information about the human papillomavirus and the human immunodeficiency virus and acquired immunodeficiency syndrome; and
- H. explains the process under 48.195, Wis. Stats., under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member

The District shall use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 - Citizens' Advisory Committees and 118.019(5), Wis. Stats., which will provide for the effective participation of staff, parents, health-care professionals, members of

clergy, and other residents of the District. The role of the advisory committee is to advise the Board on the design and implementation of the human growth and development curriculum and to review the curriculum. The Board authorizes the Committee to submit a recommendation to the Board for the curriculum to include separating students on the basis of gender when age-appropriate.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that in the event a student is excused, that student will still receive instruction under 118.01(2)(d)2c, Wis. Stats. unless exempted and under 118.01(2)(d)8, Wis. Stats.

© Neola 2022

Legal

115.35, 118.01(2)(d), 118.019, Wis. Stats.

P.I. 8.01(2)(j), Wis. Adm. Code

Policy 9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any individual(s), having a legitimate interest in the staff, programs, and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff and students from harassment, disclosure of confidential information, and other violations of the staff's or student's rights. It is the intent of this policy to provide a process for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

Guidelines for Matters Regarding Classroom Instructional Materials

The Board believes that instructional materials should be selected and evaluated with great care so that they are instructionally sound and unbiased. Instructional materials must support the adopted curriculum and meet current curricular goals. Taken as a whole, District instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our community and global society, and enhance the use of multiple teaching strategies and technologies. Parents may request curriculum materials be reconsidered for use in classroom instruction. Any adult resident or employee of the District may raise an objection to materials used in the instructional program. The principal of the building at which the complaint regarding the instructional materials is made shall make every effort to resolve the issue informally. Normally, the materials in question will remain in use pending resolution of the objection. Those who remain concerned with the quality or accuracy of the instructional or media materials may file a Request for 'Reconsideration of Materials'.

The complainant shall be provided with a copy of the District's selection policy, and criteria for selection. In addition, the complainant will be informed of the reason and instructional purpose for the selection and the judgment of other professionals (reviewers, experts, etc.) regarding the material. Appropriate District-level personnel should be involved if they can assist with an informal resolution of the issue.

The District shall not unlawfully discriminate in the selection and evaluation of instructional materials or resources on the basis of sex, sexual orientation, gender identity or expression race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established District procedures.

LEGAL REF: 118.001, 118.13, 120.13(5)121.02(1)(h), Wisconsin State Statutes; PI 8.01(2)(h), 9.03(1) Wisconsin Administrative Code

PUBLIC COMPLAINTS ABOUT CURRICULAR MATERIALS PROCEDURES

If the informal process has been unsuccessful, the complainant may formally challenge materials used in the instructional program. All formal objections to instructional materials must be made in writing on the 'Request for Reconsideration of Instructional Material' form (see 871 Exhibit 1). The reconsideration request form must be signed by the complainant and presented to the building principal involved in the reconsideration issue.

A. The principal shall forward the formal objection to the Superintendent within one week of the presentation of the formal complaint. The complaint will go to a Materials Review Committee consisting of at least three (3) licensed staff members selected by the Superintendent.

1. This committee will make a recommendation to the Superintendent who will review the Committee's recommendation with the Director of Curriculum and Instruction to reach a decision. The administrative decision following the Committee's review will be communicated to the complainant.
2. The meetings of the Materials Review Committee will be conducted in compliance with applicable requirements of the Open Meetings Law, including ensuring appropriate public notice of the committee's meetings.

B. Should the complainant be dissatisfied with the administrative decision made following the review that is conducted by the Materials Review Committee, the complaint will be referred to the School Board. Decisions of the School Board shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to textbooks or other instructional materials or resources used in the classroom determines that a challenge to an item or resource will be upheld in whole or in part, the material or resource in question generally will not be discontinued from being used in the classroom. However, the person challenging the use of the textbook or other instructional material or resource in the classroom may request the District to provide alternative instructional materials or resources for their child to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the building principal in consultation with the classroom teacher.

Duplicative or otherwise redundant requests to reconsider the same resource or to reconsider a different resource with substantially similar content for substantially similar reasons may be restricted. In the event that the District concludes that a reconsideration request is redundant to a previous request in which a relevant resource was thoroughly reviewed and evaluated, the District will inform the complainant that the District is choosing to rely on the previous evaluation and that the complainant may review the previous decision.

School District of Bloomer

© Neola 2022

Legal

118.01, Wis. Stats.

118.019, Wis. Stats.

20 U.S.C. 1232h

2250 - INNOVATIVE PROGRAMS

The Board wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program design shall address the steps below when appropriate to the project:

- A. rationale
- B. specific objectives
- C. supportive research
- D. budgeting
- E. in-service requirements
- F. plans for broader implementation
- G. methods for evaluation

Each innovative program shall be consistent with the District's objectives and long-range plans. Programs designed for disabled students must comply with Federal and State guidelines.

© Neola 2009

Legal

118.13, Wis. Stats.

2451 - PROGRAM OR CURRICULUM MODIFICATIONS

The Board recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. (See Policy 5461 - Children At-Risk of Not Graduating from High School)

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The written request shall be provided to the building principal who will provide it to the Board or an administrator who is designated to handle such requests. The Board or appropriate staff member shall render a decision, in writing, within ninety (90) days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within thirty (30) days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

Annually, the District shall notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook shall satisfy this requirement.

© Neola 2023

Legal

118.15, Wis. Stats.

Policy 2261.02- TITLE I - PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents shall be provided:
 - 1. information on the level of achievement of their child(ren) on the required State academic assessments.
 - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

© Neola 2002

Legal

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

Policy 8500 - FOOD SERVICES

The Board shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current school meal pattern requirements of the United States Department of Agriculture (USDA) and the USDA's Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

© Neola 2023

Legal

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

42 U.S.C. 1758

15.137, Wis. Stats.

93.49, Wis. Stats.

115.34 - 115.345, Wis. Stats.

120.10(16), Wis. Stats.

120.13(10), Wis. Stats.

7 C.F.R. Part 15b

7 C.F.R. Part 210

7 C.F.R. Part 215

7 C.F.R. Part 220

7 C.F.R. Part 225

7 C.F.R. Part 226

7 C.F.R. Part 227

7 C.F.R. Part 235

7 C.F.R. Part 240

7 C.F.R. Part 245

42 U.S.C. Chapter 13

Policy 5517.01 – BULLYING

The Board 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. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment. (see also Policy 3362.01 and Policy 4362.01 - Threatening Behavior Toward Staff Members)

© Neola 2023

Legal

118.46, Wis. Stats.

Policy 5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. This Code of Classroom Conduct shall include the following items:

- A. specification of what constitutes dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively, which therefore permits the teacher to remove the student from class;
- B. other student conduct that may be used by a teacher as a basis to remove a student from class; and
- C. procedures for notifying the parent of a student's removal and procedures for placement of a student who has been removed from class.

The Code of Conduct, developed by a committee created by the Board for that reason consisting of parents, students, Board members, school administrators, teachers, student services professionals, and other appointed residents, and, once created, shall be reviewed by the Board periodically.

Removal of a student from a class that is consistent with the Code of Conduct does not constitute a report under Policy 8462.01 - Threats of Violence. If the staff member believes in good faith that the threat represents a serious and imminent threat to the health or safety of students, staff, or others, and the threat is a threat of violence made in or targeted at a school, staff must still report such threats as described in Policy 8462.01 - Threats of Violence.

© Neola 2023

Legal

175.32, Wis. Stats.

118.13, Wis. Stats.

118.164, Wis. Stats.

120.13, Wis. Stats.

Wis. Admin. Code P.I. 9.03

Wis. Admin. Code P.I. 41

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Policy 5200 – ATTENDANCE

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program requires that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

© Neola 2023

Legal

7.30(2)(am), Wis. Stats.

118.15, Wis. Stats.

118.153, Wis. Stats.

118.16, Wis. Stats.

118.162, Wis. Stats.

5771 - SEARCH AND SEIZURE

The Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the Principal to provide students with written notice of this policy at least annually and that routine inspections be done at the discretion of the Principal of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, and/or School Resource Officer.

Student Person and Possessions

The Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever they have individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies an admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board. In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the school does not have a school resource officer or if the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independently of any District official request or direction shall be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy that constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The District Administrator shall prepare administrative guidelines to implement this policy and shall provide students and staff with written notice of this policy and guidelines at least annually.

© Neola 2023

Legal

118.32, Wis. Stats.

118.325 Wis. Stats.

118.45, Wis. Stats.

948.50, Wis. Stats.

Wisconsin Const. Art. 1 Section 11

U.S. Constitution, 4th Amendment

Policy 5530 - STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute
- B. all derivatives of hemp, except CBD products permitted by the school (see Policy 5330 - Administration of Medication/Emergency Care)
This includes Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-0, and all other forms that cause psychosis; in all forms of delivery (i.e., inhalation, ingestion, injection, etc.).
- C. all chemicals that release toxic vapors;
- D. all alcoholic beverages;
- E. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

© Neola 2023

Legal

118.01(2)(d), Wis. Stats.

118.24(2)(f), Wis. Stats.

118.257, Wis. Stats.

125.09(2), Wis. Stats.

Drug-Free Schools and Communities Act of 1986 as amended

20 U.S.C. 3171 et seq.

20 U.S.C. 3224A

Policy 5350 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

The Board recognizes that suicide is a leading cause of death among youth and must be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the District Administrator shall develop prevention, intervention, and postvention strategies and procedures.

The District Administrator may involve school health professionals, school counselors, administrators, other staff,

parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention, intervention, and postvention.

The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The District Administrator may offer parents education or information that describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Prevention and Instruction

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The District Administrator shall also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Developmentally appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these materials will:

- A. encourage positive social and emotional development.
- B. teach life skills such as problem-solving and sound decision-making.
- C. provide knowledge of the relationship between youth suicide and the use of alcohol and controlled substances.
- D. promote awareness of the warning signs of suicide, how to respond to potential suicidal persons and available community counseling and mental services.
- E. stress the importance of safe and healthy choices and coping strategies.
- F. instruct how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
- G. facilitate help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/school psychologist and/or in cooperation with one or more community mental health agencies and must include information on:

- A. the role of protective factors with an emphasis on school climate, connectedness, caring staff, and positive student relationships, and building support for these protective factors within staff and community as a positive purpose of suicide prevention.
- B. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
- C. warning signs that may indicate suicidal intentions include changes in students' appearance, personality, or behavior. Warning signs of this nature should receive particular attention when displayed by an individual in one or more of the following groups:
 - 1. Youth bereaved by suicide
 - 2. Youth with disabilities, mental illness, or substance abuse
 - 3. Homeless youth
 - 4. LGBTQ youth
 - 5. Youth in the juvenile justice or welfare system
 - 6. Native American youth
 - 7. Youth on the fringes of mainstream social groups
- D. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- E. school and community resources and services.
- F. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide. Training will be provided regularly for all teachers and staff.

Suicide Intervention; Civil Liability Exemption

Any School District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability for their acts or omissions in respect to the suicide or attempted suicide.

Postvention

The Board recognizes that the death of a staff member or student, whether by suicide or other means, that affects the entire school and community. In the event of a staff member or student's death, it is critical that the school's response be swift, consistent, and intended to protect the student body and community.

This policy has related AGs that will help guide this response. Following the AG in the context of any student or staff death will aid in providing for a swift, consistent, and thoughtful approach.

Confirming the News and Convening the Education Support Team

Upon receiving news of a student's or employee's death, including an unconfirmed rumor, a staff member must immediately contact the Principal, and/or designee. Contact must be made whether this is during or outside school hours.

The Principal will:

- A. contact the District Administrator.
- B. contact key staff who will comprise the support team; i.e., teaching and classified staff, parents, students, and/or community members.
- C. compose a potential "shared statement" for students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student had close connections to his/her classmates.
- D. compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.
- E. will convene the educational support team which may include:
 1. administrators
 2. school counselor(s)
 3. school psychologist(s)
 4. social worker(s)

In the case of a death by suicide, other concerns such as the prevention of suicide contagion will be taken into account. Suicide contagion is the process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

© Neola 2023

Legal

115.365, Wis. Stats. (Assistance for Schools for Suicide Prevention Programs)

118.01(2)(d)7, Wis. Stats. (Educational Goals and Expectations)

118.295, Wis. Stats. (Suicide Intervention, Civil Liability Exemption)

895.48(1), Wis. Stats. (Liability Exemption)

Policy 5505 – ACADEMIC HONESTY

The Board 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 own merits, the Board 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 (See Policy 7540.08 - Artificial Intelligence
- 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. All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity.

Students who violate this policy are subject to disciplinary consequences.

Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy at the high school level will result in additional disciplinary 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 District Administrator whose decision shall be final.

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

© Neola 2023

Legal

118.01, 118.164, 120.12, Wis. Stats.