

STUDENT RELATED POLICIES

ALCOHOL/OTHER DRUG ABUSE POLICY

Students should refrain from the use of alcohol, tobacco, drugs, and other substances, which are injurious to health and minimize the effectiveness of the student's body.

The consumption, use, or possession of any alcoholic beverage, marijuana or any narcotic knowingly, or the furnishing thereof to others, in or around school building, or school buses is strictly prohibited at all times. This restriction applies to students, faculty, staff, parents, or citizens who may have access to the school building or premises. Students that violate this policy may be subject to suspension or possible expulsion from school.

Law enforcement agencies will be notified of any alcohol or drug seizures.

Violators of this policy are also in violation of Wisconsin State Statutes and are subject to fine and penalty as prescribed by state statutes.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.126
118.24(2)(f)
118.257
120.13(1)
125.02
125.09
Safe & Drug Free Schools Act

Adopted: 12/13/88
Revised 6/14/94

ATTENDANCE POLICY

The Board of Education and the staff of Traver School believe that a student's education is one of the most important things in his/her life and that the quality of the student's education depends upon the student's physical attendance at school. The Board of Education encourages a strong partnership between the home, school, and community. It recognizes a positive relationship between good school attendance, success in school, and employment. If student learning and growth are to take place, parents/guardians, students, and school personnel must recognize their responsibilities to assure regular attendance.

The Board, in recognition of the statutory requirements for school attendance and the overwhelming public need for an educated society, believes school attendance should take precedence over non-school activities. In accordance with Walworth County ordinances and state law, every child between six and eighteen years of age is required to be in school attendance unless he/she:

- (1) is excused temporarily for physical or mental reasons, or other reasons defined by the Board;
- (2) has graduated;
- (3) has been authorized to attend an alternative educational program; or
- (4) has been excused by his/her parent/guardian prior to an absence in accordance with state law.

It is the responsibility of any person having under his/her control such a child to ensure regular attendance during the full period and hours that school is in session until the end of the quarter or semester of the school year in which the child becomes 18 years of age.

It is the responsibility of the parent/guardian to notify the school of student absences in accordance with established District procedures. When students are absent from school, parents/guardians assume full responsibility for their activities. It is the responsibility of the principal or designee to determine whether the absence is acceptable (excused) or not acceptable (truant).

Procedures shall be developed by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. A "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester. The District's truancy plan and procedures shall be reviewed and, if appropriate, revised every two years.

The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The Linn-Bloomfield Joint 4 School District shall not discriminate in attendance/truancy procedures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.15
118.153
118.16
118.162
118.163
118.165
Walworth County Ordinances

Approved: August 1989

Revised: December 12, 1995
February 13, 2001

STUDENT ATTENDANCE/TRUANCY ADMINISTRATIVE REGULATIONS

A. School Attendance Officer

1. The building principal or his/her designee is designated to deal with matters relating to school attendance and truancy.
2. The school attendance officer shall determine daily which students enrolled in school are absent from school and whether that absence is excused.
3. The school attendance officer shall notify parents in writing when and if their child(ren) accumulates a total of ten days of absence.
4. Annually on or before June 15, the school attendance officer shall determine how many students enrolled in the school were absent in the previous year and whether the absences were excused.
5. The school attendance officer may visit any place of employment in the school district to ascertain whether any minors are employed there contrary to state law. Any cases of illegal employment shall be reported to the Department of Workforce Development.
6. The school attendance officer shall have access to information regarding the attendance of any child between ages 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school.

7. The attendance officer or designee may contact home based private educational programs to attempt to discover whether such programs meet the program criteria established by law. All such contacts shall be documented.
8. The attendance officer or designee shall furnish student attendance information to appropriate agencies for purposes authorized by state law and the Board's student records policy/ procedures.
9. Responsibilities as they relate to truancy.
 The school attendance officer shall notify the parent/guardian of a student who has been truant of the student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. A student is considered truant if he/she is absent without an acceptable excuse for all or part of one or more days during which school is held.
 The notification to parents must be given before the end of the second school day after receiving a report of an unexcused absence. Notification can be by personal contact, a telephone call of which a written record is kept, or by mail. Personal contact or a telephone call shall be attempted before notice by mail is given.
 The school attendance officer shall notify the parent/guardian of a student who is a habitual truant, by registered or certified mail, when the student initially becomes a habitual truant. "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester.
 The notice shall include all of the following:
 - (1) A statement of the parent's/guardian's responsibility under state law to cause the student to attend school regularly.
 - (2) A statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk under state law.
 - (3) A request that the parent/guardian meet with appropriate school personnel to discuss the student's truancy. The notice shall include:
 - a. name of the school personnel with whom the parent/ guardian should meet;
 - b. date, time, and location of the meeting, including the room;
 - c. name, address, and telephone number of a person to contact to arrange a different date, time, or place.
 (The date for the meeting must be within five school days after the date that the habitual truancy notice has been sent to the student's parent/guardian. With the consent of the student's parent/guardian, however, the date for the meeting may be extended for an additional five school days.)
 - (4) A statement of the penalties that may be imposed under state law on the parent/guardian if he/she fails to cause the student to attend school regularly.

B. Student Absences

Regular attendance is a responsibility that should be shared by parents, student, and school.

1. School Excused Absences
 The school may excuse absences for the following reasons:
 - a. Personal illness,
 - b. Quarantine by public health officer,
 - c. Death in the immediate family,
 - d. Family emergencies,
 - e. Suspensions from school,
 - f. Impassable roads or inclement weather,
 - g. Religious observances,

h. Other reasons on a case-by-case basis.

A student who is absent from school will be readmitted to class upon proper notification by his/her parent/guardian as to the date of the absence, the number of days absent, and the reason for the student being absent. Proper notification shall be interpreted to mean:

- (1) calling the school as soon as it is obvious that the student is going to be absent from school;
- (2) giving whatever information is available at that time; and
- (3) submitting a written parental excuse upon the student's return to school following the absence.

It is expected that parents/guardians will call the school immediately to report their child's absence. Failure to notify the school of your child's absence will result in a telephone call to your home or place of employment to verify the student's absence.

Doctor and/or dentist appointments are considered excused reasons for being absent from school, if an appointment cannot be made out of school time. Written documentation from the doctor/nurse must be filed in the office either before or after such appointments or the absence will be unexcused.

Students who are tardy for more than two class periods in the morning or afternoon session will be charged with a 1/2-day of absence. Students who are absent because of illness for three or more consecutive days are required to bring a written doctor's excuse indicating the student was under the care of a doctor. Students with more than 10 days of excused medical absences will be required to provide a written doctor's excuse for each subsequent absence. If a written doctor's excuse is not provided, the absence will be unexcused.

2. Parent Excused Absences

Parents are authorized to excuse their child from school attendance for any reason, up to a maximum of 10 days in a school year, provided they notify the school in writing **prior to the absence**.

3. Truancy

Truancy includes absences of any sort, which do not meet the criteria outlined in numbers 1 and 2 above.

C. Student Responsibilities

1. Students are required to attend all classes on their daily schedule, unless they have obtained approval by the school attendance officer or designee and/or parental permission.

2. Make-up Work

a. Students excused from school are required to make up the work missed. Students shall make appropriate arrangements with the teacher(s). A student has two days for each excused day of absence to make up the work.

b. Students who are unexcused or truant will be required to make up all work missed, including examinations, but will be allowed only one day for each unexcused day of absence. The classroom teacher may extend this for extenuating circumstances.

D. Grades and Testing

1. Pupils may not be denied credit in a course or subject solely because of the pupil's unexcused absences or suspensions from school.

2. Students who have excused absences will be allowed two (2) days per each excused day to take any examinations missed during their absence. Students who have unexcused absences will be allowed one (1) day per each unexcused day to take any examinations missed during their absence. This includes any course work, chapter and unit tests, as well as quarterly, semester, and/or grading period examinations.

3. A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Students who have been suspended will be allowed one (1) day per each suspended day to make up any missed work and/or to take any examinations missed during their suspension.

E. Teacher Responsibilities

1. Teachers are required to submit daily attendance reports to the school attendance officer for all students in their classes.
2. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class attendance has on student progress. However, no student shall be denied credit in a course or subject solely because of his/her unexcused absence from school.

F. Procedures Toward Legal Referral

Before any proceeding may be brought against a student for habitual truancy or against his/her parent/guardian for failure to cause the student to attend school regularly, the school attendance officer must provide evidence that appropriate school personnel have within the school year during which the truancy occurred, done all of the following:

1. Met with the student's parent/guardian to discuss the student's truancy or attempted to meet with the student's parent/guardian and received no response or were refused.
2. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy, and has considered curriculum modifications possible within the current school program.
3. Evaluated the student to determine whether learning/emotional problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems. The student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at his/her grade level.
4. Conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to community agencies.

If the parent does not attend the meeting, and the student was not in school for counseling or evaluation, the school may provide documentation of the nonparticipation in lieu of completing the requirements under paragraph F (1) through (4) above. Written documentation of these efforts must be recorded.

The Linn-Bloomfield Joint 4 School District shall not discriminate in attendance/truancy procedures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

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CHILD ABUSE OR NEGLECT REPORTING POLICY

The Linn-Bloomfield Joint 4 School District recognizes that the most important role of the school in today's society is to provide students with the best possible opportunities for educational success. The district also recognizes that children who are abused and/or neglected not only are harmed physically and emotionally but also educationally. The district is committed to providing a positive environment in the school and assisting families and community child protection agencies to provide positive environments in the home and community. As a part of that commitment the Linn-Bloomfield Joint 4 School District established the following policy regarding reporting of any threatened or suspected child abuse or neglect in accordance with s.48.981.

CHILD ABUSE OR NEGLECT REPORTING POLICY

The Linn-Bloomfield Joint 4 School District requires that all staff members report the following situations or conditions as described in s.48.981, Wis. Statutes.

Any mandated reporter having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect and that abuse or neglect will occur shall report. "Abuse" includes physical injury, sexual abuse, and conduct causing emotional damage. Physical injury means injury inflicted on a child by other than accidental means. Physical injury includes, but is not limited to lacerations, fractured bones, burns, internal injuries, severe or frequent bruising. Sexual abuse includes sexual intercourse or contact, sexual exploitation or permitting or allowing or encouraging a child to engage in prostitution. Emotional damage means harm to a child's psychological or intellectual functioning which is exhibited by anxiety, depression or aggression. Emotional damage may be demonstrated by observable changes in the child's behavior or in emotional responses or learning incompatible with the child's age or stage of development. Neglect is the refusal or inability by the child's parent, legal guardian, or other person exercising temporary or permanent control over the child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care, or shelter so as to seriously endanger the physical health of the child.

It shall be the policy of the Linn-Bloomfield Joint 4 School District to require that all district employees who have knowledge of, or who suspect, child abuse or neglect, or threat of child abuse or neglect, to immediately report all such actual or suspected child abuse or neglect situations to Walworth County Department of Human Services. If a report to that department is not possible then district staff shall report child abuse or neglect of children to Walworth County Sheriff's Department or to the Municipal Police Department. If the child's abuse or neglect is life threatening the staff is first to make a report to the law enforcement agency and request an immediate investigation. Upon making the report the district staff person shall also immediately report the law enforcement referral to Walworth County Department of Human Services.

It is the policy of the district that no administrator or other school district employee may prevent or attempt to prevent another district employee from making a report of alleged child abuse or neglect.

It is the district's policy that no administrator or other school district employee, may require or attempt to require, that another district employee desiring to make a report of suspected child abuse or neglect be required to change any aspect of that report.

It shall be the policy that the Linn-Bloomfield Joint 4 School District shall not take any disciplinary action against a district employee who makes a report of suspected child abuse or neglect. Disciplinary action may result from the failure of a district employee to report suspected child abuse or neglect of which they have knowledge.

It is the policy of the Linn-Bloomfield Joint 4 School District to maintain as confidential any and all information pertaining to the suspected child abuse or neglect report and to share that information only with those individuals provided for under s.48.981, Wis. Statutes.

The Linn-Bloomfield Joint 4 School District shall conduct review sessions for all staff regarding this policy on a yearly basis. Those persons who are mandatory reporters under s.48.981, Wis. Statutes, shall be required to attend. All district staff will be given a copy of the child abuse and neglect reporting procedures each year.

The Linn-Bloomfield Joint 4 School District shall not discriminate in the methods and practices used for reporting child abuse or neglect on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statutes 489.81

Adopted 12/1/92
Revised 6/14/94

CODE OF CLASSROOM CONDUCT

STATEMENT OF PRINCIPLE

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its school as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or temporary removal"). Such removal serves the multiple purposes of eliminating or minimizing the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer-term removal from the class ("long term removal"). Long-term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Classroom Conduct (the "Code"). In addition, long-term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS

A student may be removed from class and sent to the main office for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous, or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teacher's decision to remove the student, and return the student to class.

(a) Behavior That Violates the District's Policies on Suspension and Expulsion

The District policies regarding suspension and expulsion are set forth in policy 447.3. It should be noted that the building administrator makes decisions regarding suspension, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

(b) Behavior That Violates the Behavioral Rules and Expectations in the Student Handbook

The Student Handbook contains behavioral expectations for the school in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

(c) Behavior Which is Disruptive, Dangerous or Unruly

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of this Code the following behavior may be determined to be disruptive, dangerous or unruly so as to warrant removal from class. Examples of such behavior may include, but not necessarily be limited to, the following:

- ◆ Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom/ school grounds
- ◆ Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc
- ◆ Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies
- ◆ Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment. Including, but not limited to:
 - ◆ Fighting
 - ◆ Taunting, baiting, inciting and/or encouraging a fight or disruption
- ◆ Obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- ◆ Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions

- ◆ Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including, without limitation, inciting others to walk out
- ◆ Loud, obnoxious or outrageous behavior
- ◆ Repeated or extreme inappropriate verbal conduct (e.g. name calling, teasing, baiting) likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by a student, presentation by a visitor) or during quiet (study) time
- ◆ Behavior that may constitute sexual or other harassment
- ◆ Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- ◆ Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching, or grabbing
- ◆ Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means
- ◆ Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder
- ◆ Restricting another person's freedom to properly utilize classroom facilities or equipment
- ◆ Repeated disruption, violation of classroom rules
- ◆ Behavior that causes the teacher or other students fear of physical or psychological harm
- ◆ Physical confrontations or verbal/physical threats
- ◆ Destroying the property of the school or another student

(d) Behavior Which Interferes with the Ability of the Teacher to Teach Effectively

Students are required to cooperate with the teacher by listening, obeying all instructions, and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior, which constitutes:

- ◆ Open defiance of the teacher, manifest in words, gestures or other overt behavior
- ◆ Open disrespect of the teacher, manifest in words, gestures or other overt behavior
- ◆ Other behavior likely or intended to sabotage or undermine instruction

(e) Behavior Which is Inconsistent with Class decorum and the Ability of Others to Learn

In addition, there may be grounds for removal for behavior, which, though not necessarily violative of the provision of (a) through (d) above, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

OTHER NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

EXCEPTIONS TO THE CODE OF STUDENT CONDUCT

Other spaces, such as the hallway, cafeteria, library, at times are an extension of the classroom and can be used as part of that classroom. Students can be sent into these spaces for isolation from the rest of the class for such reasons including, but not limited to, missed work, time out, and testing. If the student is sent into the hall this does not automatically constitute a disciplinary action. It is just another use of the space in the school building.

INDIVIDUALS WHO MAY REMOVE A STUDENT FROM CLASS

A teacher of that class may temporarily remove any student from class under this Code. Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

PROCEDURE TO TEMPORARILY REMOVE A STUDENT FROM CLASS

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

- a) Instruct the student to go to the office for the period of removal. In such case the teacher should send a note with the student, and/or notify the office by phone/intercom.
- b) Obtain coverage for the class and escort the student to the office.
- c) Seek assistance from the office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the office.

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should remain in the office, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short-term removal, it is not necessary to obtain witnesses or to otherwise verify the student or teacher's accounts of the situation.

Within twenty-four (24) hours of the removal the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information shall be submitted on a form provided by the building administrator or designee.

As soon as practicable, but in any event within twenty-four (24) hours of the removal, the building administrator shall inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two school days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

DURATION OF SHORT-TERM REMOVAL

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which he or she was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or where necessary, appropriate and practicable, shall take steps to have the student sent home.

PROCEDURES FOR LONG-TERM REMOVAL

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long-term removal

should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term removal rests with the building administrator.

When a teacher believes that the best interests of the student and/or the class require long-term removal, the teacher should so notify the building administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the building administrator will consult with the teacher and/or other District staff. The building administrator will inform and consult with the parents of the student, and the student, involved in the request for long-term removal.

Within two (2) weeks of receiving the statement for long-term removal, the district administrator shall make a decision. Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- a) Place the student in an alternative education program as defined by law;
- b) Place the student in another instructional setting or another appropriate place in the school; or
- c) Return the student to the class from which he/she was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal determines that readmission to the class is the best or only alternative.

In any event, a student in long-term removal must continue to receive an education program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Placement options may be limited due to cost, availability, location, space, and staff resources.

PARENTAL RIGHT OF APPEAL

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such a meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

INDIVIDUALS WITH DISABILITIES AND SECTION 504 STUDENTS

Different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. The placement of Students identified as requiring special education services under the IDEA is a decision of the student's IEP team, subject to strict procedural safeguards, and cannot be made unilaterally by teachers or the administration. Students covered under the IDEA should have a behavior plan, which addresses whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students. Alternative consequences or procedures should be included to address behavioral issues. Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students. No change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal. Any consideration for long-term removal from class must be brought to the student's IEP team.

PARENT AND STUDENT NOTIFICATION

Prior to the 1999-2000 school year, a copy of this Code shall be sent to each parent in the District. In addition, this Code shall be provided to, and discussed with, students of the District early in the 1999-2000 school year. This policy will be included on a yearly basis in the student policy handbook.

DEFINITIONS

Building administrator means a principal of a school, or other individual duly designated by the building administrator or District Administrator.

Class is any class, meeting or activity, which students attend, or in which they participate in school during the normal school hours while under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, and/or study halls.

Student means any student enrolled in the District in grade 4K through eight.

Teacher is any certified instructor, counselor, nurse or administrator in the employ of the District.

Teacher of that class means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior or disciplinary measures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Adopted: June 8, 1999

DISCIPLINE POLICY

The Linn-Bloomfield Joint 4 School District Board recognizes that students who cannot or will not control themselves and who disrupt the school program need to learn how to behave. All members of the school district's staff are responsible for doing as much as possible to help these students.

However, behavior of students who do not respond to this help and are persistent in infringing upon the rights of other students to learn, in depreciating a teacher's status and efforts, in performing or exhibiting actions which degrade or harm other students, or otherwise interfere with the operation of the school, shall not be tolerated. When a teacher is unable to adequately handle a behavior situation alone, he/she should contact the district administrator/principal immediately. The district administrator/principal, in conjunction with the teachers, shall develop appropriate rules to promote desirable student behavior and discipline.

The district administrator, principal, and every teacher in the Linn-Bloomfield Joint 4 School District shall insure that proper conduct and behavior are maintained by students in the classrooms, on school premises, on school buses, and during school sponsored activities. Students shall be informed that teachers and administrators are authorized to employ reasonable practices in disciplining students for misbehavior and/or violations of rules and regulations.

A positive approach in the disciplinary measures shall be used, taking into account the dignity of the student, the seriousness of the infraction, and the need for positive motivation of students. In reference to discipline in the

school, the ultimate goal is to develop in the student an understanding of self-discipline and its necessity in our society.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.13
 120.13(1)
 121.52(2)
 Wis. Administrative Code PI 9.03(1)

Revised: 12/12/95

EXTRACURRICULAR ACTIVITY PROGRAMS

An extracurricular activities program may be offered to students in the school district. Participation in extracurricular activities shall be in accordance with established school and activity rules.

The administration shall assign advisors for supervision of all extracurricular activities.

Students who violate school and/or activity rules shall be subject to disciplinary action.

The Linn-Bloomfield Joint 4 School District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

INTERNET/E-MAIL ACCEPTABLE USE POLICY

Linn J4 believes that computer literacy is an essential goal of contemporary education. Each student shall acquire an understanding of the versatility and limitations of computers through first-hand experience with applications and in a variety of subject matter fields. Students of all ability levels, including the gifted and special need students, shall use computers. Teachers in every classroom shall be encouraged to make use of computers.

Linn J4 is providing access to the Internet as a means to enhance the curriculum and learning opportunities for all of our students and staff. The Internet encompasses many different interconnected networks and computer systems. Much of the information provided by these systems is provided free of charge by universities, public service organizations, and commercial companies. Each system has its own rules and limitations, and guests on these systems have an obligation to learn and abide by the rules. If requested, you should identify yourself when using any Internet service.

The District has established the Internet/e-mail acceptable use policy to ensure appropriate use of this resource. Use of the Internet/e-mail is a privilege, not a right, which may be revoked at any time for inappropriate conduct. All students should be aware that the inappropriate use of electronic information sources could be a violation of local, state, and federal laws. Violations can lead to prosecution.

Unacceptable uses of the system will result in the suspension or revocation of Internet/e-mail use and/or appropriate disciplinary actions. The student will be held responsible for his/her actions using the Internet/e-mail.

When using the District's access to the Internet, students are expected to abide by the policies established by the District, which include generally accepted rules of network etiquette. These include, but are not limited to, the following:

- ◆ using computer equipment, software, and network access in a manner consistent with Board policies, appropriate school district staff and student codes of conduct, and applicable statutes of the Wisconsin Criminal Code
- ◆ being aware of and abiding by copyright and licensing laws
- ◆ logging off the Internet as soon as they are finished
- ◆ using the Internet to research assigned classroom projects
- ◆ using the Internet to send electronic mail (e-mail) to other users
- ◆ respecting the rights and privacy of others
- ◆ following all regulations posted in the computer lab or other rooms where computers are in use
- ◆ following the directions of the adult in charge of the computer lab or other rooms where computers are in use
- ◆ being in chat rooms only under direct teacher supervision

The following are unacceptable uses of Internet/e-mail by students who access the network through school accounts using school-owned equipment, and may result in the revocation of Internet/e-mail privileges. Unacceptable uses include, but are not limited to:

- ◆ using the Internet for any illegal purpose
- ◆ sending or displaying offensive messages or pictures
- ◆ using obscene, harassing, or insulting language
- ◆ violating copyright laws
- ◆ trespassing in others' folders, documents, or files
- ◆ changing any computer files that do not belong to the user
- ◆ using the network for commercial, profitable, and/or political purposes
- ◆ using the network to access pornographic or other inappropriate materials
- ◆ intentionally damaging computers, computer systems, or computer networks
- ◆ using the Internet and/or e-mail for personal gain or for more than occasional personal use
- ◆ using others' passwords
- ◆ using an account other than their own or misrepresent their identity
- ◆ creating and/or distributing a computer virus over the network
- ◆ using the system to illegally transfer software, otherwise known as pirating
- ◆ revealing personal addresses or telephone numbers of students or staff
- ◆ using the network in such a way that would disrupt the use of the network by others
- ◆ accessing materials that are inconsistent with the District's code of conduct, discipline policy, or educational goals
- ◆ indiscriminate personal use
- ◆ loading software onto district-owned computers
- ◆ other behaviors in violation of District policy or regulations, state statutes, or federal laws

Policy or rule violations will result in appropriate disciplinary action up to and including loss of computer privileges, revocation of Internet and/or e-mail privileges, detention, suspension (in-school or out-of-school), and/or expulsion.

Students should be aware that use of the Internet and/or e-mail is not guaranteed to be private. System operators will have access to all user accounts, including e-mail. Messages relating to or in support of illegal activities will be reported to the proper authorities.

Access to the Internet via the Linn J4 School District is a privilege not a right. This privilege may be restricted or revoked at any time for use not consistent with the educational goals of the District. To access the Internet and establish e-mail accounts parents/guardians will be required to provide consent or denial of the same.

The Linn J4 School District shall not discriminate in standards and rules of Internet/e-mail access on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Adopted: September 14, 1999

**STUDENT INTERNET/E-MAIL ACCEPTABLE USE
PERMISSION FORM**

I have read the Student Internet/E-mail Acceptable Use Policy and I understand that my use of the Internet and/or e-mail is intended to further my education as a student in the Linn J4 School District. I also understand my responsibility to use the Internet and/or e-mail in a responsible and informed way, conforming to network etiquette, customs and courtesies. Should I fail to adhere to these guidelines, my privilege of accessing the Internet at school will be revoked.

Student Signature

Date

PARENTS/GUARDIANS: PLEASE READ

In order for your child to use the Internet or e-mail accounts through the school district, you must sign this and have your child return it to the school office. Your child will not be able to access the Internet and/or e-mail without your permission. If you only want children to have Internet access without their own e-mail account, please sign the first statement. If you want your child to have access to both the Internet and e-mail, please sign the second statement. If you don't want your student to have access to the Internet and e-mail then do not return this form.

Parent Permission for Internet Use

I have read the Student Internet/E-mail Acceptable Use Policy and I give my child permission to access the Internet through the Linn J4 School District. I do not want my child to have an e-mail account.

Parent/Guardian Signature

Date

Parent Permission for Internet/E-Mail Use

I have read the Student Internet/E-mail Acceptable Use Policy and I give my child permission to have access to the Internet and an e-mail account through the Linn J4 school District.

Parent/Guardian Signature

Date

LOCKER/CUBBY/DESK SEARCHES

The Linn Jt. 4 School District recognizes its responsibility to provide students and staff with a safe environment that is conducive to learning and teaching. Therefore, school officials have an affirmative duty to investigate any reasonable suspicion regarding conduct or materials dangerous or harmful to the health and welfare of students, school personnel or school property. When practicable, school officials shall cooperate with law enforcement personnel in any such investigation.

The Board of Education has provided school owned and controlled cubbies, gym lockers and desks for the purpose of providing students with a convenient receptacle for clothing, books, and other articles necessary or convenient for a student's use during the school day. No student shall use the cubbies, lockers, or desks for any other purpose. At no time does the District relinquish its exclusive control of such cubbies, lockers, and desks. Students have no property interest or right to privacy in any cubby, locker, or desk and the District expressly reserves the right to search cubbies, lockers, and desks.

A cubby, locker, and/or desk may be searched as determined necessary or appropriate without notice, without student consent, and without a search warrant. The search may be conducted by the district administrator, a building principal, an assistant principal, a school employee specifically designated by the district administrator or building principal, a police-school liaison officer, or a law enforcement or other agency official at the request of or in conjunction with school authorities. The search should be made in the presence of two school employees.

Cubbies, lockers, and desks are subject to search to protect the health and welfare of the student body and may be opened and inspected by school authorities at any time. Any item found in the cubby, locker, and/or desk that is harmful to the health and welfare of students, school personnel, or school property are subject to seizure and may be removed. Items removed from cubbies, lockers, and desks may be held by the school for return to the parent(s)/guardian(s) of the student or retained for disciplinary proceedings. If the inspecting authority suspects that possession or storage of any unauthorized item found in the cubby, locker, or desk involves a violation of the law, the suspect material removed from the cubby, locker, and/or desk may be turned over to law enforcement officials. The parent(s)/guardian(s) of a minor student shall be notified of items removed from the cubby, locker, and/or desk and turned over to law enforcement officials.

The District shall include a copy of this policy in the student handbook that is distributed annually to each student/family enrolled in the District.

The Linn-Bloomfield Joint 4 School District shall not discriminate on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.325
 948.50
 968.10
 968.25

Adopted: 11/10/98

NONDISCRIMINATION POLICY

The Linn-Bloomfield Joint 4 School District (Traver School) is committed to equal educational opportunity for all students in the district.

It is the policy of Traver School, pursuant to s.118.13, Wis. Stats., and PI 9, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, may be denied admission to any school in this district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicapping condition).

It shall be the responsibility of the administrator of the district to examine existing policies and develop new policies where needed to ensure that Traver School does not discriminate pursuant to federal and state law. The administrator shall receive complaints filed under s. 118.13, Wis. Stats., PI 9, Wis. Admin. Code, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973. She/he shall assure adoption of a complaint procedure to resolve complaints alleging violation to these laws, assure that an evaluation of the district's compliance with s.118.13, Wis. Stats. is completed every five years under PI 9, Wis. Admin. Code and submit form PI-1197 to the DPI annually.

Discrimination Complaint Procedure

If any person believes that Traver School or any part of the school organization has failed to follow the law and rules of s. 118.13, Wis. Stats., or in some way discriminates against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, she/he may bring or send a complaint to the administration office of Traver School at the following address: W3490 County Road BB, Lake Geneva, Wisconsin 53147.

Step 1 - A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district employee designated to receive complaints. That employee shall send written acknowledgement of receipt of the complaint within 45 days.

Step 2 - A written determination of the complaint shall be made by the board within 90 days of receipt of the complaint unless the parties agree to an extension of time; appeals under 20 USC s 1415 and chp. 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by chp. 115, subch. V, Wis Stats. Complaints under 20 USC s. 1231e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applied to a program shall be referred directly to the state superintendent.

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

Step 4 - Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

Title IX/Section 504 Complaint Procedure

If any person believes that Traver School or any part of the school organization has inadequately applied the principles and/or regulations of Title IX 9 (sex) and Section 504 (handicap) or in some way discriminated on the basis of sex, race, color, national origin, age, or handicap she/he may bring forward a complaint to the administration office of Traver School at the following address: W3490 County Road BB, Lake Geneva, Wisconsin 53147.

Informal Procedure

The person who believes she/he has a valid basis for a complaint shall discuss the concern with the local Title IX or Section 504 coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within two days. If this reply is not acceptable to the complainant, she/he may initiate formal procedures according to the steps listed.

Formal Complaint Procedure

Step 1 - A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the local Title IX or Section 504 coordinator within five business days of receipt of the written reply to the informal complaint. The coordinator shall further investigate the matters of complaint and reply in writing to the complainant within five business days.

Step 2 - If the complainant wishes to appeal the decision of the local Title IX coordinator, she/he may submit a signed statement of appeal to the superintendent of schools with five business days after receipt of the local coordinator's response to the complaint. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.

Step 3 - If the complainant remains unsatisfied, she/he may appeal through a signed, written statement to the school board within five business days of her/his receipt of the superintendent's response in step 2. In an attempt to resolve the complaint, the school board shall meet with the concerned parties and their representatives within 15 days of the receipt of such an appeal. The board secretary shall send a copy of the board's disposition of the appeal to each concerned party within ten business days of this meeting.

Step 4 - If at this point, the complaint has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

Submit all copies to the administrator of Traver School, or the immediate supervisor, or their respective secretaries. The person receiving the complaint will sign and date the complaint. One copy will be returned to the complainant, one copy will be sent to the school of department affected by the complaint, and one copy will be sent to the complaint investigation officer.

NOTIFICATION TO COMPLAINANT OF RIGHT TO APPEAL

Date _____

I have received written determination by the Linn-Bloomfield Joint 4 School District of my complaint alleging violation of s. 118.13, Wis. Stats. I understand that I have the right to appeal a negative determination to the State Superintendent within 30 days and that to make such an appeal I would contact the following:

Complaint Officer
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Signature of Complainant

Date

Distribution: 1st copy - District Administrator
2nd copy - Complainant

PROMOTION/GRADE ADVANCEMENT POLICY
4th GRADE to 5th GRADE and 8th GRADE to 9th GRADE

The Linn J4 School District believes that every child should be achieving at a level that will foster lifelong success in school and the world outside of school. The District is dedicated to student success by providing quality programming through the grades and giving special attention to the need for students to achieve academically. Promotion to the next grade level will be based on the successful completion of required academic work and/or a demonstration of satisfactory proficiency in each of the relevant academic areas.

The District considers four major criteria in determining promotion of a student from 4th to 5th grade or from 8th to 9th grade. These criteria include:

1. Academic achievement at or exceeding prescribed District expectations,
2. Wisconsin Knowledge and Concepts Examination (WKCE) performance,
3. Other academic and performance indicators, and
4. Recommendation of a grade promotion committee.

Students who meet the first two criteria will be promoted to the next grade level. Students not meeting the first two criteria may still earn promotion to the next grade level based on criteria three and four.

Academic achievement shall be defined as a grade point average of 2.0 or above in all subject areas with the average derived through the use of semester grades. When this is met the student must also meet the WKCE performance requirements. On the WKCE the student must score at the **proficient** or **advanced** level on at least **three** of the subtest areas (reading, mathematics, language arts, science, social studies) with a minimum score of **basic** in reading. Meeting the academic achievement and WKCE criteria will result in promotion to the next respective grade level.

Beginning in September 2003 students will have two opportunities in both the fourth and the eighth grade years to take and pass the WKCE. The Wisconsin Department of Public Instruction determines the testing dates for the WKCE. Tests are given to all students in the state at approximately the same time.

Students, who have been excluded from taking the WKCE, or students who do not meet the academic achievement and WKCE criteria will be afforded other opportunities, which may or may not lead to promotion to the next grade level. A student will be promoted to the next grade if the other academic and performance indicators are satisfied or the student receives a recommendation from the grade promotion committee.

A student may be promoted to the next grade based upon a review of other academic and performance indicators that demonstrate evidence of academic growth. The criteria that may be considered, but not limited to, are:

- a. Standardized test results
- b. District assessments
- c. Classroom assessments

If a student does not meet the expectations for promotion following a review of other academic and performance indicators, the grade promotion committee will convene. This committee shall include the principal, teachers, and guidance counselor. They will consider other data and information that demonstrate academic growth over time and evidence that the student will be successful in academic work at the next grade level. The criteria that may be considered, but not limited to, are:

- a. Prior retention
- b. Intellectual ability
- c. Social-emotional readiness
- d. Participation in summer school or other intervention programs, i.e., remedial reading, at-risk services
- e. Tutoring
- f. Health related issues
- g. Teacher recommendation and endorsement
- h. Attendance

Exceptional Educational Needs (EEN) students and English Language Learners (ELL), as defined by state and federal laws, may be exempt from all or certain portions of the WKCE. In these cases, the school will use alternate assessments identified in the EEN student's Individual Educational Plan (IEP) or the state's alternate assessments for ELL students to determine whether or not these individual students have shown proficiency in meeting the state standards. Promotion of Exceptional Educational Needs students shall be based on satisfactory completion of standards set forth in each student's IEP.

Pursuant to Wisconsin Statute, parents, upon written request, have the right to withhold the student from taking the WKCE for purposes of determining grade promotion. This option shall pertain even if the student has already taken the assessment and performed poorly. Students not taking the WKCE will then be subject to the requirements related to academic achievement, other academic and performance indicators, and recommendation by the grade promotion committee in order to be promoted.

The administration shall develop and provide intervention and remedial programming both during the school year and during the summer to assist students in meeting the criteria for advancement. Successful completion of summer remedial programs may be a contingency for grade advancement.

A child may only be retained one time for failure to meet the criteria for advancement on the fourth and eighth grade Wisconsin Knowledge and Concepts Exam. Non-promotion is to be used sparingly for reasons such as low achievement, lack of maturity, poor attendance, etc., and only in cases where there is agreement that this is in the best interest of the student. This agreement should involve the parents(s), guardian(s), teachers, guidance counselor, and the principal. Parents/guardians should have the final decision on full-year retention in all grades except four and eight. Parents/guardians must sign a statement indicating their support of full-year retention or requesting the student be permitted to proceed to the next grade level.

Specific regulations and guidelines for implementing this policy will be developed for the fourth and eighth grades. This policy and guidelines will be included annually in the student/parent handbook.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

ADOPTED: June 14, 2001

PROMOTION FROM FOURTH GRADE - Regulations and Guidelines for Implementation

The initial criteria for this promotion policy are rigorous, concrete, and straightforward. Students must meet academic achievement and WKCE performance criteria. Academic achievement is defined as a grade point average of 2.0 or above in all subject areas with the average derived through the use of semester grades. WKCE criteria is defined as scoring at the **proficient** or **advanced** level on at least **three** of the subtest areas (reading, mathematics, language arts, science, social studies) with a minimum score of **basic** in reading. Meeting the academic achievement and WKCE criteria will result in promotion to the fifth grade.

Research is quite clear that these criteria, particularly standardized assessments, may not accurately reflect the overall growth and success of students in the entire learning process. This is based on the understanding that single indicators only give a "snapshot" of a very complex educational system that fosters student growth through many different methods. When these initial criteria, academic achievement and WKCE performance, are not met, other indicators should be used that may provide evidence of a student's growth and potential for future success. These other academic and performance indicators shown be drawn from, but not limited to, the following:

A. Standardized Test Results

1. Wisconsin Reading Comprehension Test (score of basic or above)
2. Second Grade Terra Nova Multiple Assessment (3 out of 5 subtests in average or above average range, with reading in average range)

3. Wisconsin Knowledge and Concept Exam (score of 3 or better in writing)
 4. Wisconsin Knowledge and Concept Exam (scale score variance of $\leq 1\%$ from proficient or basic “cut scores”)
- B. District Assessments
1. Demonstrated growth toward grade-level performance on district implemented periodic assessments
 2. Other formalized assessments that may indicate grade-level performance
- C. Classroom Assessments
1. Successful performance on classroom administered, grade-level tests and assessments that demonstrate appropriate knowledge and concept mastery, i.e., Unit Reading and Skills Assessments, Writing Samples based on the school rubric, constructed responses, performance assessments, math pre and post tests
 2. Successful performance in language arts, math, science, social studies, and all other curricular areas that shows a general knowledge and ability to apply this knowledge in real situations

Any combination of these criteria can be used to demonstrate that a student has learned the curricular standards that are foundational and necessary for success in following grade levels.

After these other academic and performance indicators are considered, if a student has not earned promotion from the fourth grade, the principal will convene the grade promotion committee. This committee will be comprised of the principal, guidance counselor, and regular and special education teachers. This committee will critically review all information regarding the student at this level of the promotion process and determine his/her readiness for promotion from fourth grade. The committee will carefully review recommendations from any of the student’s past or present teachers. They will review information from, but not limited to, the following items:

1. Prior retention
2. Intellectual ability
3. Social-emotional readiness
4. Participation in summer school or other intervention programs, i.e., remedial reading, at-risk services
5. Tutoring
6. Health related issues
7. Teacher recommendation and endorsement
8. Attendance

Following their review of this information, the grade promotion committee will determine the placement of each student for the following school year, basing their decision on what placement would best provide successful educational opportunities and appropriate programming for each student. Any recommendation of retention must be forwarded, along with the rationale and documentation, to the District Administrator for confirmation and parental notification.

PROMOTION FROM EIGHTH GRADE - Regulations and Guidelines for Implementation

The initial criteria for this promotion policy are rigorous, concrete, and straightforward. Students must meet academic achievement and WKCE performance criteria. Academic achievement is defined as a grade point average of 2.0 or above in all subject areas with the average derived through the use of semester grades. WKCE criteria is defined as scoring at the **proficient** or **advanced** level on at least **three** of the subtest areas (reading, mathematics, language arts, science, social studies) with a minimum score of **basic** in reading. Meeting the academic achievement and WKCE criteria will result in promotion to the ninth grade.

Research is quite clear that these criteria, particularly standardized assessments, may not accurately reflect the overall growth and success of students in the entire learning process. This is based on the understanding that single indicators only give a “snapshot” of a very complex educational system that fosters student growth through many

different methods. When these initial criteria, academic achievement and WKCE performance, are not met, other indicators should be used that may provide evidence of a student's growth and potential for future success. These other academic and performance indicators shown be drawn from, but not limited to, the following:

- A. Standardized Test Results
 - 1. Sixth Grade Terra Nova Multiple Assessment (3 out of 5 subtests in average or above average range, with reading in average range)
 - 2. Wisconsin Knowledge and Concept Exam (score of 3 or better in writing)
 - 3. Wisconsin Knowledge and Concept Exam (scale score variance of $\leq 1\%$ from proficient or basic "cut scores")
- B. District Assessments
 - 1. Demonstrated growth toward grade-level performance on district implemented periodic assessments
 - 2. Other formalized assessments that may indicate grade-level performance
- C. Classroom Assessments
 - 1. Successful performance on classroom administered, grade-level tests and assessments that demonstrate appropriate knowledge and concept mastery, i.e., Unit Reading and Skills Assessments, Writing Samples based on the school rubric, constructed responses, performance assessments, math pre and post tests, English end-of-year examinations
 - 2. Successful performance in language arts, math, science, social studies, and all other curricular areas that shows a general knowledge and ability to apply this knowledge in real situations

Any combination of these criteria can be used to demonstrate that a student has learned the curricular standards that are foundational and necessary for success in following grade levels.

After these other academic and performance indicators are considered, if a student has not earned promotion from the eighth grade, the principal will convene the grade promotion committee. This committee will be comprised of the principal, guidance counselor, and regular and special education teachers. This committee will critically review all information regarding the student at this level of the promotion process and determine his/her readiness for promotion from eighth grade. The committee will carefully review recommendations from any of the student's past or present teachers. They will review information from, but not limited to, the following items:

- 1. Prior retention
- 2. Intellectual ability
- 3. Social-emotional readiness
- 4. Participation in summer school or other intervention programs, i.e., remedial reading, at-risk services
- 5. Tutoring
- 6. Health related issues
- 7. Teacher recommendation and endorsement
- 8. Attendance

Following their review of this information, the grade promotion committee will determine the placement of each student for the following school year, basing their decision on what placement would best provide successful educational opportunities and appropriate programming for each student. Any recommendation of retention must be forwarded, along with the rationale and documentation, to the District Administrator for confirmation and parental notification.

RELIGIOUS BELIEFS

The Linn-Bloomfield Joint 4 School District provides for the reasonable accommodation of a student's sincerely held religious beliefs. The School District recognizes that reasonable accommodation with regard to examinations

and other academic requirements may have to be made from time to time because of a student's sincerely held religious beliefs.

The following procedure shall apply:

1. The parent/guardian of a minor student shall notify the principal of any potential conflicts related to religious beliefs and academic requirements, including examinations. All requests will be kept confidential and shall be judged individually, based on state and federal guidelines.
2. The principal shall determine, in conjunction with affected teacher(s) a means by which the student is permitted to make up an examination or academic requirements at another time or by an alternative means without any prejudicial effect. The principal shall inform the parent/guardian in writing of his/her decision in a timely manner.
3. Appeal of a principal's decision is incorporated into the districts' student discrimination complaint procedures. A copy of the complaint procedure is available in the student policy handbook.
4. The complainant may file a complaint with, or appeal directly to, the state superintendent, if the district does not comply with the provisions of 1991 Wisconsin Act 227, section 115.28(31) of the Wisconsin statutes.
5. The procedure and related policies shall be annually published in the student policy handbook for all students and parents/guardians.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 115.28(31)
Wis. Administrative Code PI 9
PI 41

ADOPTED: 10/09/97

RETENTION POLICY

The Linn-Bloomfield Joint 4 School District has adopted a Student Retention Policy. Teachers considering retention should read through this policy, follow each step as per requirement, and consider the welfare of the child in the decision.

Consultation with the parents, guidance counselor, and principal should take place early in the year. Documentation of contacts should always be recorded.

In general, children shall be placed at the grade level to which they are best suited academically, socially, emotionally and chronologically. The educational program shall provide for the continuous progress of children from grade to grade with children spending one year in each grade 4K-8. In some cases it may be in the best interest of a child to be retained in a grade for another year.

- A. The decision to retain a child will be based on the following criteria:
 1. The child is achieving 1.5 years below grade level in at least 3 of the 5 basics (science/social studies/mathematics/language arts/reading).
 2. Ability of the child in relation to achievement (expected achievement).

3. Retention would have a reasonable chance of benefiting the child.
4. Other factors to consider:
 - a. Chronological age
 - b. Physical size and maturity
 - c. Emotional maturity
 - d. Behavioral characteristics
 - e. Attainment of Individual Education Plan (IEP) objectives
 - f. Motivation
 - g. Attendance
 - h. Social development or adjustment
 - i. Peer/student relationships
 - j. Parent's attitude toward retention
 - k. Younger brothers and sisters

No single factor will be used to determine retention. All factors will be considered and a determination will be made on the basis of what is best for the student being considered for retention.

B. Procedure - Grades 4K-3 and Grades 5-7

1. At the first parent-teacher conference or at the first semester report period, staff members should notify the parent that there is a concern for the student's achievement and/or academic growth. The teacher should consult with the principal, school psychologist, and other resource staff and review the student's records to develop a background of the student's progress or lack of progress.
2. Between the first semester grading period and before March 1, a teacher/parent meeting should be held regarding specific steps to be met by the student to eliminate the need for retention. The student's progress should be monitored based on the above plan. The teacher shall confer with the principal and other support staff. They shall review the need for further evaluation, data collection, and additional intervention techniques. Parents should be notified as to the status and/or progress of the steps being taken. Teachers must fill out a pupil retention report/summary prior to step three.

At this time, the possibility that the child may have an exceptional education need (EEN) should be reviewed. If EEN is suspected a referral should be initiated. If an EEN condition is not suspected the child should be considered for alternative education or for intervention by the guidance counselor. If students are being considered for referral to one of the specialized programs, parents must be notified.

3. At the third quarter grading period, or no later than May 1, the parent, teacher, support staff, and principal will meet to discuss recommendations and to make a retention decision. The final recommendation is the responsibility of the principal. This decision must be reached prior to the end of the school year.
4. The parent/guardian or student may submit a written appeal regarding the retention decision to the Board of Education within ten (10) days following the end of the school attendance year. The Board of Education will act on the appeal at the next regular meeting. The decision of the Board is final.

B. Procedure – Grades 4 and 8

Wisconsin state statutes govern the promotion of students in grades 4 and 8. The Linn J4 Promotion/Grade Advancement Policy governs the procedure for retentions in these grades. This policy will be used when considering retention for students going from grade 4 to grade 5 and from grade 8 to grade 9.

The Linn J4 School District shall not discriminate in the methods, practices, and the materials used for considering student retention on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Revised: 06/14/94

Retention Decision

Traver School has recommended that your son/daughter be retained at his/her present grade level. The School District has reached this recommendation based on the following criteria:

This information has been discussed with you on _____.

As parents we are exercising our right to:

- _____ A. Accept the recommendation and have our son/daughter, _____, retained in grade _____ for the coming school year.
- _____ B. Reject the recommendation and request our son/daughter, _____, be promoted to the next grade level, grade _____.

We have discussed the matter with our child's teacher, the principal, and with other staff members who work with our child. We accept the responsibility for our decision.

Parent(s)/Legal Guardian(s)

Date

Administrator

Date

Pupil Promotion Report/Summary

Student Name: _____ Age: _____ Date of Birth:

The student is being considered for retention in grade _____ for the _____ school year.

1. Has pupil been retained in previous years? If yes, which grade(s) were repeated?

2. Has the pupil been socially promoted to another grade in previous years? If yes, which grade?

3. Test record summary (include IEP information if applicable):

4. Scholastic record (grades, report card information):

5. Areas of greatest success and/or achievement:

Areas of greatest need:

6. What classroom and/or program modifications have been made to assist the student?
7. Why do you and others (if applicable) feel this student should be retained?
8. Have parents/guardians been consulted in the matter of retention? If yes, list dates.
9. What was the reaction of the parent/guardian?
10. What conferences were held regarding this retention? List dates and people present at each.
11. What conclusions were reached with the parent at these conferences regarding retention?

Teacher Signature: _____ Date: _____

Disposition of Retention: Retained _____ Promoted _____

Comments:

—

Administrator's Signature: _____ Date: _____

SEXUAL HARASSMENT STUDENT WELFARE POLICY

The Linn-Bloomfield Joint 4 School District does not tolerate sexual harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. It is the policy of the School District to maintain and insure a learning environment free of any form of sexual harassment or intimidation toward and between students.

It is, further, the policy of the District that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and involves elements of coercion by reason of the relative status of a staff member to a student.

Sexual harassment is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic performance. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic evaluations, difference in academic treatment, sarcasm, or unwarranted comments to or by peers.

Any student who believes he/she has been subjected to sexual harassment by another student or employee must report the incident to the District Administrator or a guidance counselor. It is the intent of the District to create an atmosphere where complaints and alleged complaints will be treated fairly and quickly. If a student is not comfortable with making a complaint to the District Administrator or counselor the complaint may be made to any other adult employee. The employee will report the complaint to the District Administrator.

The District Administrator shall establish a written procedure for responding to complaints. The procedure shall include a means for the student to appeal decisions to the School Board. The District Administrator will cause to be developed appropriate alternative procedures for special needs and younger students.

A program of education and intervention shall exist for students who are sexually harassed or students who have engaged in harassment.

This policy and complaint procedure will be made available to all students on an annual basis. Employees will be informed of the policy on an annual basis.

LEGAL REF: Title VII of the Civil Rights Act of 1964
Title IX of the Educational Amendments of 1972
Wis. Statute 111.32(13)
111.36
118.13
118.20
29 C.F.R.-Part 1604.11

ADOPTED 7/7/94

Sexual Harassment Procedure

The Linn-Bloomfield Joint 4 School District does not tolerate sexual harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. It is the policy of the Linn-Bloomfield Joint 4 School District **to maintain a learning environment free of any form of sexual harassment or intimidation toward and between students.**

"Sexual harassment" means unwelcome sexual advances, unwelcome physical contact of a sexual nature, or unwelcome verbal or physical conduct of a sexual nature. "Unwelcome verbal or physical conduct of a sexual nature" includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments, or the deliberate, repeated display of offensive sexually graphic materials.

It is essential that staff and students have a clear understanding of behaviors that fall within the definition of "sexual harassment." Sexual harassment is engaging in any type of sexually oriented conduct that would unreasonably interfere with another's ability to learn or function in the school environment. Examples of conduct which create such interference include, but are not limited to, the following:

- A. Unwelcome or unwanted physical contact. This includes, but is not limited to: touching, patting, pinching, hugging, brushing up against another's body, kissing, fondling, forcing another to a wall or corner through body position or movement, or any other similar physical contact which is considered unacceptable by another individual.
- B. Request or demands for sexual favors. This includes, but is not limited to: subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's educational status.
- C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually-oriented comments, innuendoes or actions that offend others.
- D. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work or educational performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- E. Creating a learning environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversation, suggestions, requests, demands, physical contacts or attentions or because of the existence of sexually oriented materials including, but not limited to, photographs, drawings, and posters.

Reporting Procedure

1. A student who believes he/she has been subjected to sexual harassment by anyone shall immediately report the sexual harassment to the District Administrator, a guidance counselor, or any other adult employee. Parents/guardians, who believe their child is a victim of sexual harassment, should immediately report their concerns to the District Administrator, Principal, a guidance counselor, or other adult employee. If an adult employee other than the District Administrator receives the complaint, the employee shall forward complaints to the District Administrator for review and action as necessary.
2. Any student, who is aware of sexual harassment whether or not that student is a victim of harassment, has an obligation to report such harassment to the District Administrator, Principal, guidance counselor, or any other adult employee.
3. While complaints can be filed orally or in writing, they should be placed in writing and signed. They should include the specific nature of the harassment and corresponding dates and also include the name(s) of the harasser and any witnesses.

Confidentiality and Nonretaliation

1. The identities of the parties involved shall be kept confidential to the extent possible.
2. No student shall attempt to restrain, interfere with, coerce, discriminate, or take reprisal action against the complainant or their witnesses during or after the presentation, processing, and resolution of a complaint.

Investigation of the Complaint

1. The District shall provide prompt, complete, independent, and impartial investigation of the complaint. The District Administrator or his/her designee will conduct the investigation.
2. The investigator shall, in accordance with existing District policies, thoroughly investigate the complaint, notify the person who has been accused of harassment, and obtain a response to the allegation. If possible, the investigation shall be completed within ten (10) working days after receipt of the written complaint. The investigator shall prepare a written report summarizing the finding of the investigation within fifteen (15) days after completion of the investigation.
3. The objectives of the investigation shall be:
 - a. To establish, if possible, whether the allegations are true.
 - b. To determine whether the alleged conduct constitutes sexual harassment.
 - c. To determine whether remedial action is needed, and if so, to act promptly.
 - d. To maintain confidentiality to the greatest extent possible. However, there shall be no promise or guarantee of strict or absolute confidentiality.
4. The investigator shall prepare a written report which shall include:
 - a. A summary of the allegations and the accused's response;
 - b. A summary of the persons interviewed and an assessment of their credibility;
 - c. A presentation of the findings of fact;
 - d. A discussion of the conclusions about the allegation; and
 - e. A discussion or the recommendations for the remedial or other corrective action.
5. The complainant and the alleged harasser will be advised as quickly as possible of the specific findings and conclusions of the investigation.

6. If a conclusion is reached that harassment occurred, the harasser shall be subject to such disciplinary action including suspension or expulsion from school.
7. If the conclusion is reached that no harassment has occurred, the alleged harasser should be informed that no disciplinary action will occur and that no documentation of the complaint or the investigation will be placed in the student file.
8. If the complainant wishes to appeal the decision of the District Administrator, he/she may appeal through a signed, written statement to the Board within ten (10) school days of his/her receipt of the District Administrator's response. The School Board will review the District Administrator's report and any supporting documentation. The Board will hold a hearing to hear evidence regarding the matter and take appropriate action to resolve the matter within fifteen (15) days of the receipt of such appeal. The Board shall send a copy of the Board's disposition of the appeal to each concerned party within ten (10) school days of the hearing.
9. If either party is not satisfied with the decision of the Board, the party may pursue further review by filing a request with the State Superintendent of Public Instruction under the statutes, rules, and procedures applicable to the Department of Public Instruction.

Monitoring

The District will, at periodic intervals, follow-up to make sure that sexual harassment that has been found to have occurred has not been repeated and to insure that no retaliatory action has been taken against the complainant.

Dissemination of Policy

Every student or student's parent/guardian will receive annually a copy of the declaration of policy and definitions of prohibited conduct. Discussion of sexual harassment will be included at an age appropriate level and in the developmental guidance curriculum.

Guidelines For Dealing With Sexual Harassment

1. Any student who experiences sexual harassment should report such incidents to the District Administrator in writing. All reports of sexual harassment will be held in confidence, except as is necessary to support substantial disciplinary action. Any Board hearing held relating to sexual harassment shall be closed to protect the alleged victim and the accused, unless otherwise requested by the accused in accordance with the Open Meetings Law. The person making the report should aid in the incident investigation.
2. The issues and charges will be examined as to: (a) the nature of conduct - severity/frequency, and (b) the effect or impact of harassing behavior. The merits of the accusation will be evaluated based upon evidence submitted by the victim and a review or investigation of the incident(s). Findings of discrimination in the form of sexual harassment will result in appropriate disciplinary action.

Failure of administration to take adequate steps to stop sexual harassment of which it is aware, or should be aware, or of which it has been notified can constitute unlawful sex discrimination.

3. An affected student may also file a formal complaint with the following agencies:
 - a. Office of Equal Educational Opportunities
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707

b. Office for Civil Rights, Region V
U.S. Department of Education
300 South Wacker Drive
Chicago, Illinois 60606

LEGAL REF: Wis. Statutes 111.32(13)
111.36
118.13
118.20
29 C.F.R.-Part 1604.11
Wisconsin Administrative Code PI9

ADOPTED 7/7/94

(Please use additional paper if necessary)

SMOKE FREE POLICY

The Linn-Bloomfield Joint 4 School District is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The School Board believes that education has a central role in establishing patterns of behavior related to good health and shall take measures to help the students resist tobacco use through a well planned instructional program.

The School Board is also concerned about the health of its employees and recognizes the importance of adult role modeling for students during formative years. Therefore, the Board shall promote abstinence from tobacco use among its staff and students.

Research has conclusively demonstrated serious health hazards to the users of tobacco products and to those subjected to tobacco smoke. Because of the negative health effects of smoking and the evidence that children model adult behavior, it shall be the policy of the board of Education to prohibit smoking and use of other tobacco products in any of the buildings of Linn-Bloomfield Joint 4 School District (Traver School) at any time.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Revised 6/14/94

STUDENT RECORDS POLICY

The Linn-Bloomfield Joint 4 School District (Traver School) compiles and maintains necessary student records in the best interest of each student and to assist school personnel in determining the best educational experiences for each child.

It is the policy of the Board that all facts and information relating to individual students created and maintained by the District shall be considered confidential. While the District does not allow the general public to have access to individual student records, a parent or legal guardian of a minor student shall have access to the student's records under federal and state law.

Definitions

"Record" means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audiotape, file, microfilm, and microfiche.

"Student records" include all records relating to an individual student, other than notes or records maintained for personal use by teachers or other certified personnel, which are not available to others, and records necessary for and available only to persons in psychological treatment of a student.

"Progress records" include a statement of subjects taken, the student's grades, attendance records, immunization records, and records of the student's extracurricular activities.

"Behavioral records" include student records other than progress records and directory data. Examples include: standardized achievement tests, psychological tests, personality evaluations, records of conversations, physical health records other than immunization records, teacher

evaluations other than grades, statements relating to individual student behavior, or any other student records that are not progress records.

"Directory data" will consist of the student's name, address, phone number, date of birth, grade in school, parents' name, dates of attendance, certificates and awards, including honor roll, participation in sports and activities, and photographs. This information will be public information unless the student's parent/guardian requests, in writing, to prohibit the District from releasing this information.

Access to Student Records

The District Administrator has the primary responsibility for maintaining the confidentiality of all student records kept at Traver School. All requests for inspection or for transfer of student records should be directed through the office of the District Administrator. All student progress and behavioral records are confidential with the following exceptions:

- (A) The parent or legal guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- (B) The parent or legal guardian of a minor student shall, upon request, be shown, in the presence of a person qualified to explain and interpret them, the student's behavioral records.
- (C) The judge of any court of Wisconsin or of the United States shall, upon request to the School Board Clerk, be provided with a copy of all progress records of a student who is the subject of any proceeding in such court.
- (D) Student records shall be provided in response to a subpoena. The court may turn said records or parts thereof over to parties in the action or their attorneys, if said records would be relevant and material to a witness' credibility or competency.
- (E) Student records may be available to persons employed by the Linn Joint 4 School District or the Walworth County Handicapped Children's Education Board who are required by the Wisconsin Department of Public Instruction to hold a certificate, license, or permit and may be made available to other District officials who have been determined by the School Board to have legitimate educational interests.
- (F) Upon written permission of the parent or legal guardian of a minor student, the District shall make available to the person named in the permission form the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release.
- (G) The District may provide the Wisconsin Department of Public Instruction or any public officer with any information required under Wisconsin Statutes, Chapters 115 to 121.
- (H) Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the I.E.P. Team.
- (I) Law enforcement officers' records obtained under Wisconsin Statutes, Section 938.396(1)(m) or Section 48.396(1), shall be made available only to those employees who have legitimate educational interests, including safety interests, in the records, and may not be used as the sole basis for suspension or expulsion of a student. These records may also be given to those employees of the District who have been designated by the Board to receive that information for providing alcohol and drug abuse programs.
- (J) Information from school health records shall be made available to state and local health officers for immunization requirements.

- (K) A parent shall not have access to a child's student records if he or she has been denied periods of physical placement with a child. Physical placement means the condition under which a party has the right to have a child physically placed with that party and has the right and responsibility to make, during that placement, routine daily decisions regarding the child's care, consistent with major decisions made by a person having legal custody.
- (L) A parent shall not have access to a child's student records if ordered by the court.
- (M) Directory data will be considered public information and will be released to persons, law enforcement and media, unless the parent or legal guardian of a student notifies the District, in writing, that they refuse to allow the release of such records. A notice to this effect will be published annually and given to parents.

Parental Rights to Challenge Record Content

A student's parent or legal guardian shall have the right and opportunity to examine the content of his/her child's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students and allow for correction or deletion of any inaccuracies or inappropriate data. The District shall decide whether to amend the information within a reasonable period of time of receipt of the request. If the District decides to refuse to amend the information in accordance with the request, it shall inform the parent or guardian of the refusal and advise the parent or guardian of the right to a hearing in accordance with the federal pupil records law (FERPA).

Maintenance of Student Records

The schedule and time limits for maintenance of student records varies with the type of record. A student's progress records will be maintained for at least five (5) years after the student ends their enrollment at Traver. Behavioral records shall be destroyed one (1) year after a student ceases to be enrolled unless the parent/guardian or an adult student has signed a waiver allowing the records to be kept for a longer time.

The District Administrator's office will maintain records of a referral for psychological testing or multidisciplinary evaluations, including all individual reports, for one (1) year after a student ends their enrollment at Traver. Upon the written permission of the parent or legal guardian, such records will be maintained for up to five (5) years.

Transfer of Student Records

The transfer of student records shall be made to another school district upon receipt of a records release signed by the new school, by the student's parent or legal guardian, or from a court indicating that legal custody of the student has been transferred to the Department of Human Services for placement in a juvenile correctional facility.

Law Enforcement Officer's Records

The District Administrator can request information (records) from a law enforcement agency pursuant to Wisconsin Statutes, Sections 49.396(1) and 938.396(1)(m). The District Administrator must notify any student named in the records and the parent or legal guardian. The information may be disclosed to persons employed by the District who are required by the Department of Public Instruction to hold a teacher license and to other District officials who have been determined by the Board to have legitimate safety interests. The District may use information from law enforcement records only for the purposes permitted by statute, which include advancing legitimate educational and safety interests of the particular student and others, and providing alcohol and other drug abuse programs for students enrolled in the District. Pursuant to Wisconsin Statutes, Section 118.127, these law enforcement records shall not be used as the sole basis for suspending or expelling a student from school.

The Linn-Bloomfield Joint 4 School District shall not discriminate on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statutes 48.396(1)
118.125
938.396(1)(m)
20 USC, Section 1232(f), Federal Family
Education Rights and Privacy Act

ADOPTED: 12/12/95

REVISED: 10/09/97

SUSPENSIONS AND EXPULSIONS POLICY

The School Board may do all things reasonable to promote the cause of education, including establishing, providing, and improving school district programs, functions and activities for the benefit of pupils. The School Board is responsible for making rules for the organization, gradation, and government of the schools of the School District, including rules pertaining to conduct and dress of pupils in order to maintain good decorum and a favorable academic atmosphere. This includes disciplinary actions including suspensions and expulsions.

Suspensions

The Linn Jt. 4 district administrator or any principal or teacher designated by the school district administrator also may make rules, with the consent of the School Board, and may suspend a pupil for not more than five (5) school days or, if a notice of expulsion hearing has been sent, for not more than a total of fifteen (15) consecutive school days. Exceptional educational needs (EEN) students will not be suspended for more than ten (10) days, as this would be a change in placement. Students may be suspended for any of the following:

1. for noncompliance with such rules or School Board rules, or
2. for 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, or
3. for conduct by the pupil while at school or while under the supervision of a school authority which endangers the property, health or safety of others, or
4. for conduct while not at school or while not under the supervision of a school authority, which endangers the property, health or safety of others at school, or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the School District in which the pupil is enrolled.
5. for bringing a firearm to school or possessing a firearm while under the supervision of a school authority. "Firearm" is defined by federal law and includes: (1) any weapon that will is designed to, or may readily be converted to expel a projectile by action of an explosive; (2) a firearm muffler or silencer; or (3) any destructive device like a bomb or grenade.

Prior to any suspension, the student shall be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that the pupil is guilty of noncompliance with such rules, or of the conduct charged, and that the pupil's suspension is reasonably justified.

The suspended pupil or the pupil's parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the school district administrator or his/her designee who shall be someone other than a principal, administrator, or teacher at Traver School. If the school district administrator or his/her

designee finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record shall be expunged. Such findings shall be made within fifteen (15) days of the conference.

A suspended pupil shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. A suspended pupil may not be on school property or take part in any school activity, field trip, or extracurricular activity.

Expulsions

The School Board may expel a pupil from school if the Board is satisfied that the interest of the school demands the pupil's expulsion. Students can be expelled if the School Board finds:

1. the pupil guilty of repeated refusal or neglect to obey the rules, or
2. that a pupil 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, or
3. that the pupil engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or
4. that a pupil while not at school or while not under the supervision of a school authority engaged in conduct which 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 school board member of the School District in which the pupil is enrolled.

The School Board may expel from school a pupil who is at least 16 years old if the School Board finds that the pupil 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 does not constitute grounds for expulsion, and is satisfied that the interest of the school demands the pupil's expulsion.

Any pupil who is determined to have brought a firearm to school or brought a firearm while under the supervision of a school authority must be expelled for not less than one (1) year. In this case, the pupil must also be referred to the criminal justice system or juvenile delinquency system. "Firearm" is defined by federal law and includes: (1) any weapon that will, is designed to, or may readily be converted to expel a projectile by action of an explosive; (2) a firearm muffler or silencer; or (3) any destructive device like a bomb or grenade. The School Board may modify this expulsion requirement on a case-by-case basis.

Exceptional educational needs (EEN) students who bring firearms to school will be placed in an interim alternative educational setting for up to forty-five (45) days. This 45 day alternative placement can be started regardless of whether bringing the firearm to school was a manifestation of the student's disability. Individuals specified in PI 11 of the Wisconsin Administrative Code must determine the alternative placement. The interim alternative education setting shall be decided by persons familiar with the student and knowledgeable about special education and the student's evaluation. The student's parents must be notified in writing of such alternative setting. The EEN student will remain in the interim alternative education setting during the pendency of due process proceedings, unless the parents and the School Board agree otherwise.

Prior to expelling a pupil, the School Board shall hold a hearing. Not less than five (5) days written notice of the hearing shall be sent to the pupil and, if the pupil is a minor, to the pupil's parent or guardian. The notice must: specify the particulars of the alleged refusal, neglect, or conduct; state the time and place of the hearing; and state that the hearing may result in the pupil's expulsion. The full text of Wisconsin Statute 120.13(1)(c) will be provided to the parent/guardian.

Upon the request of the pupil and, if the pupil is a minor, the pupil's parent or guardian, the hearing shall be closed. The pupil and, if the pupil is a minor, the pupil's parent or guardian may be represented at the hearing by counsel.

The School Board shall keep written minutes of the hearing. Upon the ordering of the Linn School Board of the expulsion of a pupil, the school district clerk shall mail a copy of the order to the pupil and, if the pupil is a minor, to the pupil's parent or guardian.

The expelled pupil or, if the pupil is a minor, the pupil's parent or guardian may appeal the expulsion to the department of public instruction. If the School Board's decision is appealed to the department within sixty (60) days after the date on which the department receives the appeal, the department shall review the decision and shall, upon review, approve, reverse, or modify the decision. The decision of the Linn Jt. 4 School Board shall be enforced while the department reviews the decision. An appeal from the decision of the department may be taken within thirty (30) days to the Walworth County Circuit Court.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.16(4)(a)
119.25
120.13
DPI Emergency Rules (Effective 8-21-95)
Wisconsin Administrative Code PI 11
Gun-Free Schools Act of 1994
Individuals with Disabilities Education Act (IDEA)

ADOPTED: 1/09/96

USE OF TWO-WAY COMMUNICATION OR ELECTRONIC PAGING DEVICES POLICY

No student shall be permitted to use or possess an electronic paging or two-way communication device (e.g., beepers) on school premises, except as specifically authorized by the building principal. Exceptions to the use of electronic paging or two-way communication devices will be granted if the school board or the district administrator determines that the device is used or possessed for medical, school, educational, vocational, or other legitimate use. Students violating this policy shall be disciplined in accordance with established procedures. This policy shall be published annually in the district student handbook.

The Linn-Bloomfield Joint 4 School District shall not discriminate in standards and rules of behavior on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statute 118.258
Revised 6/14/94

WEAPONS POLICY

Minors shall not possess or use weapons in school buildings, on school grounds, in school vehicles, or at school-sponsored activities except as otherwise specifically provided. A weapon means any firearm, whether loaded or unloaded; any device designed as a weapon and capable of producing death or great bodily harm; any electric weapon; or any other device or instrumentality which, in the manner used or intended to be used, is calculated or likely to produce death or great bodily harm. A "firearm" means: (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Examples of items that are considered weapons include: firearms, knives, razors, martial arts equipment, and metal knuckles. Ammunition and explosives are also included with the weapons category.

According to state law, any minor who knowingly possesses or goes armed with a weapon on school premises is guilty of a misdemeanor or a felony, depending upon the seriousness of the offense. A minor who violates this law is subject to the provisions outlined in Chapter 48 of the Wisconsin State Statutes, unless jurisdiction is waived. Such acts of misconduct by Linn Jt. 4 students will not be tolerated and will be reported to law enforcement officials.

Law enforcement officers will be summoned to school in a situation involving a weapon, which presents an immediate threat to safety. If the situation does not allow an opportunity to contact law enforcement officials immediately, school staff and administration shall attempt to diffuse and control the situation until law enforcement officials can be summoned.

Weapon or weapons taken from a student will be reported to the student's parents/guardians. Disciplinary measures taken will be the responsibility of the district administrator and will include suspension, referral to law enforcement authorities, and referral for expulsion. The district administrator will hold a pre-expulsion conference and a recommendation for expulsion will be presented to the School Board if the facts in the situation indicate that the health and safety of students or faculty have been endangered.

This policy does not apply to any person who:

1. Uses a weapon solely for school-sanctioned purposes.
2. Engages in military activities, sponsored by the federal or state government, when acting in the discharge of his or her official duties.
3. Is a law enforcement officer acting in the discharge of his or her official duties.
4. Participates in a convocation authorized by school authorities in which weapons of collectors or instructors are handled or displayed.
5. Drives a motor vehicle in which a dangerous weapon is located onto school premises for school-sanctioned purposes or for the purpose of delivering or picking up passengers or property. The weapon may not be removed from the vehicle or be used in any manner.

This policy will be published annually in the student handbook.

The Linn-Bloomfield Joint 4 School District shall not discriminate in the methods and practices used with students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

LEGAL REF: Wis. Statutes 121.13(1)
 939.22(10)
 941.235
 941.296
 948.60
 948.605
 948.61
Federal Law 18 USC 921(a)(3)

WEB PAGE USE OF STUDENT WORK POLICY

The technology available in the Linn J4 School District offers the opportunity to share information about the school or individual classroom's learning activities on the World Wide Web (WWW). This is a wonderful way to keep parents, extended family, friends and community members informed and involved.

The Linn J4 School District is very conscious of Internet safety issues. The district/school will not use personal data (individual photos, first name) without parental permission that will make it easy to identify individual students on the web site.

Parent/guardian permission must be obtained before a student's photo, name, written work, and/or artwork is placed on the district/school web site. Parents/guardians will be given the attached permission form at the beginning of the school year. The webmaster is responsible for making sure that only students who have parent/guardian permission have their photos, name, written work, and/or artwork displayed on the web site.

For security reasons, only first names will be used and work will appear with a copyright notice prohibiting the copying of such work without expressed written permission. In the event anyone requests permission, those requests will be forwarded to the parents/guardians. No home address or telephone number will appear with any such work. Parents may request at any time to have their child's name, photo, written work, and/or artwork removed from the district/school web page. The webmaster will immediately remove all information pertaining to the child when the parent/guardian makes such a request.

Photos of students or student works that have already appeared in area newspapers or other public venues may be used on the district/school web site without seeking additional permission from parents or guardians. Permission also need not be sought for the use of group photos where no names are used and individual students are not easily identified. Photos of students taken while that student is participating in a public event may also be used without additional specific permission from parents and/or guardians.

The Linn J4 School District shall not discriminate in the methods, practices, and the materials used for displaying student photos, names, written work, and/or artwork on the district/school web pages on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Adopted: 05/10/05