

School District of Three Lakes - Regular Meeting

Wednesday, July 15, 2026 6:00 PM

Three Lakes School Auditorium

6930 West School Street

Three Lakes, WI 54562

www.threelakesd.k12.wi.us



"Teaching Students to Be Productive Citizens"

1. **OPENING OF MEETING**

- A. Call to Order.
- B. Pledge of Allegiance.
- C. Administrator Report on the Agenda Posting and Notification of the Meeting to the Media.
- D. Amendments and Approval of Agenda.

2. **ROUTINE APPROVALS**

- A. Approve Minutes of the June 17, 2026 Meeting.
June 17, 2026 School Board Regular Meeting Minutes DRAFT 3
- B. Approve Vouchers/Check Register for the Period of June 11, 2026 through July 8, 2026.
- C. Consider Approval of Personnel Report.

3. **PUBLIC COMMENTS**

- A. Hear Comments from Visitors Regarding Agenda Items.

4. **ADMINISTRATOR'S REPORT**

- A. Building Project Update.

5. **NEW BUSINESS**

- A. District Related Positive Happenings.
- B. August Meeting Date(s).
- C. Final Enrollment Report for 2025-2026 School Year.
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- D. Spring Sports Report.
- E. Review of District Technology Surveys.
- F. Preliminary Review and Consider Approval for 2026-2027 Budget.
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6. <u>ADJOURNMENT</u>	
A. Adjourn the Meeting.	

**THREE LAKES SCHOOL DISTRICT
SCHOOL BOARD REGULAR MEETING
WEDNESDAY, JUNE 17, 2026**

MINUTES

President Williams called the regular meeting of the Three Lakes School Board to order at 6:00 p.m. on June 17, 2026 and led the members in the Pledge of Allegiance. The following individuals were in attendance:

Board Members Present: Elisha Williams - Board President
Stacey Klein - Board Vice President
Josh Kral - Board Clerk

Board Members Absent: Mitch Ellis - Board Treasurer
Brian Fritz - Board Member

Others Present: Teri Maney, District Administrator; Justin Szews, Marc Busko, Principals; Kari Volk, Director of Student Services & Special Education; Caleb Kleinhans, Business Manager; Jennifer West, Communications Coordinator; Nikki Maney, BOE/DA Administrative Assistant; (0) visitors

Administrator Report on the Agenda Posting

Ms. Maney reported on the agenda posting and notification of the meeting to the media.

Amendments and Approval of Agenda

Motion was made by Josh Kral with second by Stacey Klein to approve the agenda as presented. Motion passed with a vote of 3-0.

Approval of Minutes from the May 20, 2026 Regular Meeting

Motion was made by Stacey Klein with second by Josh Kral to approve the minutes of the May 20, 2026 regular meeting. Motion passed with a vote of 3-0.

Approve the Vouchers/Check Register

Motion was made by Elisha Williams with second by Josh Kral to approve the checks dated May 13, 2026 through June 10, 2026 for accounts payable checks #252600315 - #252600324, regular checks #132379 - #132438 (voided check 132349), manual checks #6170 - #6200 and wire transfers #202500320 - #202500355 in the amount of \$726,183.01 and ACH payroll checks #900048597 - #900048890 and regular payroll checks #59475 - #59488 in the amount of \$700,982.57 for a total amount of \$1,427,165.58. Motion passed with a vote of 3-0.

Public Comments

There were no public comments.

Administrator's Report

Ms. Maney provided an update on the building construction project. Nexus reports that the recent weather has caused some minor delays but they don't believe this will cause a disruption to the original construction timeline. Recently the walls were stood in Sugar Camp for the gym and work is nearing completion in the elementary office. The athletic fields have seen a lot of work done since the end of the school year with the track and asphalt removed and the base being laid for the new track.

District Related Positive Happenings

Staff shared district related positive happenings.

July Meeting Date

The July regular meeting date will be on July 15, 2026 at 6:00 pm. Due to the construction and the Boardroom being unavailable, a motion was made by Stacey Klein with second by Josh Kral to move the July Board meeting to the auditorium. Motion passed with a vote of 3-0.

Set date for Board/Administration/Staff Retreat

Motion was made by Stacey Klein with second by Josh Kral to set a preliminary date for the Board/Administration/Staff Retreat for Friday, August 14, 2026 with a start time of 8:00 a.m. Motion passed with a vote of 3-0.

Consider Approval of Personnel Report

Ms. Maney reviewed the Personnel Report for June. Motion was made by Josh Kral with second by Stacey Klein to approve the personnel report as presented. Motion passed with a vote of 3-0.

Three Lakes Veterans Memorial Unveiling

Ms. Maney informed the Board that the Town of Three Lakes has invited all administration and board members to the unveiling of the new Three Lakes Veterans Memorial. It will be held on July 2, 2026 at 5:00 p.m at 6965 West School St. in Three Lakes.

Consider Approval of Student Possession and Use of Personal Electronic Devices (Cell Phone) Policy

Ms. Maney noted that the State has mandated that every school adopt a cellphone policy by July 1. She stated that the District's current practice meets state requirements of no cellphones during instructional time. The proposed policy also keeps the cellphone restrictions to instructional time and also defines exceptions allowed, e.g., medical necessity, etc. The policy gives the District the most flexibility to make changes as necessary.

Motion was made by Stacey Klein with second by Josh Kral to approve Policy 443.5: Student Possession and Use of Personal Electronic Devices as presented. Motion carried with a vote of 3-0.

Consider Approval of Use of Unmanned Aircraft (Drones) Policy

Ms. Maney explained that the adoption of a drone policy was a mandate of state legislation. The policy selected gives the District the most rights by restricting outside parties from flying drones over District property and protects student privacy.

Motion was made by Josh Kral with second by Stacey Klein to approve Policy 732: Use of Unmanned Aircraft (Drones) as presented. Motion carried with a vote of 3-0.

Consider Approval of Security Cameras and Electronic Monitoring Policy

Ms. Maney reported that the video surveillance policy also came out of state legislation. The security camera policy is important for safety and security of our staff and students and also addresses use of video cameras on school buses.

Motion was made by Stacey Klein with second by Josh Kral to approve Policy 731.3: Use of Security Cameras and Electronic Monitoring Equipment as presented. Motion carried with a vote of 3-0.

Professional Employee Handbook revisions and update

Ms. Maney reviewed changes to the 2026-2027 employee handbook. She noted that the handbook has been reviewed and revised with the help of legal counsel, Scott Mikesch from the WASB, to bring it up to date with current legal language and policies.

Motion was made by Josh Kral with second by Stacey Klein to approve 2026-2027 Professional Employee Handbook as presented. Motion carried with a vote of 3-0.

Consider WIAA 9-12 Membership Renewal for the 2026-2027 School Year

Maney stated that the WIAA has a digital version for renewing membership for the 2026-2027 school year. With Board approval, Maney will sign the electronic document renewing membership.

Motion was made by Stacey Klein with second by Josh Kral to renew WIAA membership for the 2026-2027 school year as presented. Motion carried with a vote of 3-0.

Three Lakes Town Request for Payment Increase in TLSD Use of Town Park Fields Update

Ms. Maney provided an update on the Town of Three Lakes' request for a payment increase for use of the town parks. She stated that there was a misunderstanding of the initial letter and the amount the Town was asking for was not \$6,000, but actually \$10,000. Ms. Maney and Caleb Kleinhans met with two representatives from the Town of Three Lakes and indicated to them that the school board is requesting an itemized statement justifying the increased costs. The Town Board will meet in July to discuss their options for funding going forward as the District has declined to pay the increased amount requested.

Three Lakes Town Board West School Street and Plowing of School Parking Lot Update

Ms. Maney delivered an update to the plowing of the school parking lot by the Town of Three Lakes. Ms. Maney and Caleb Kleinhans met with representatives of the Town and submitted the option the Board proposed at the last meeting of abandoning the road, granting them as easement, and having our own contractor plow the parking lot. The Town indicated they will discuss this at their July meeting.

WASB Correspondence/Updates

No WASB correspondence.

Adjourn to Executive Session

Motion was made by Elisha Williams with second by Josh Kral to adjourn to executive session at 7:16 p.m. The motion was made pursuant to Wis. Stats. 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, specifically to consider individual administrator staff contract(s) and to consider employment, compensation and performance evaluation of the District Administrator. Additionally, the session will include approval of minutes from the March 11, 2026 executive session. A roll call vote was conducted with all ayes on voice vote. Motion passed with a vote of 3-0.

Reconvene to Open Session

Motion was made by Stacey Klein with second by Elisha Williams to reconvene to open session to consider motions on matters discussed during executive session. Motion passed with a vote of 3-0.

Approve Motions Discussed During Executive Session

Motion was made by Elisha Williams with second by Stacey Klein to approve matters taken up in executive session and approve the minutes of the March 11, 2026 executive session. Motion passed with a vote of 3-0.

Adjournment

Motion was made by Stacey Klein with second by Josh Kral to adjourn the meeting at 9:44 p.m. Motion passed with a vote of 3-0.

Respectfully submitted,

Elisha Williams
School Board President

Josh Kral
School Board Clerk

**School District of Three Lakes
End of Year Enrollment Summary 2025-2026**

Total Students Enrolled: 530

Incoming Open Enrolled Students: 79

Outgoing Open Enrolled Students: 53

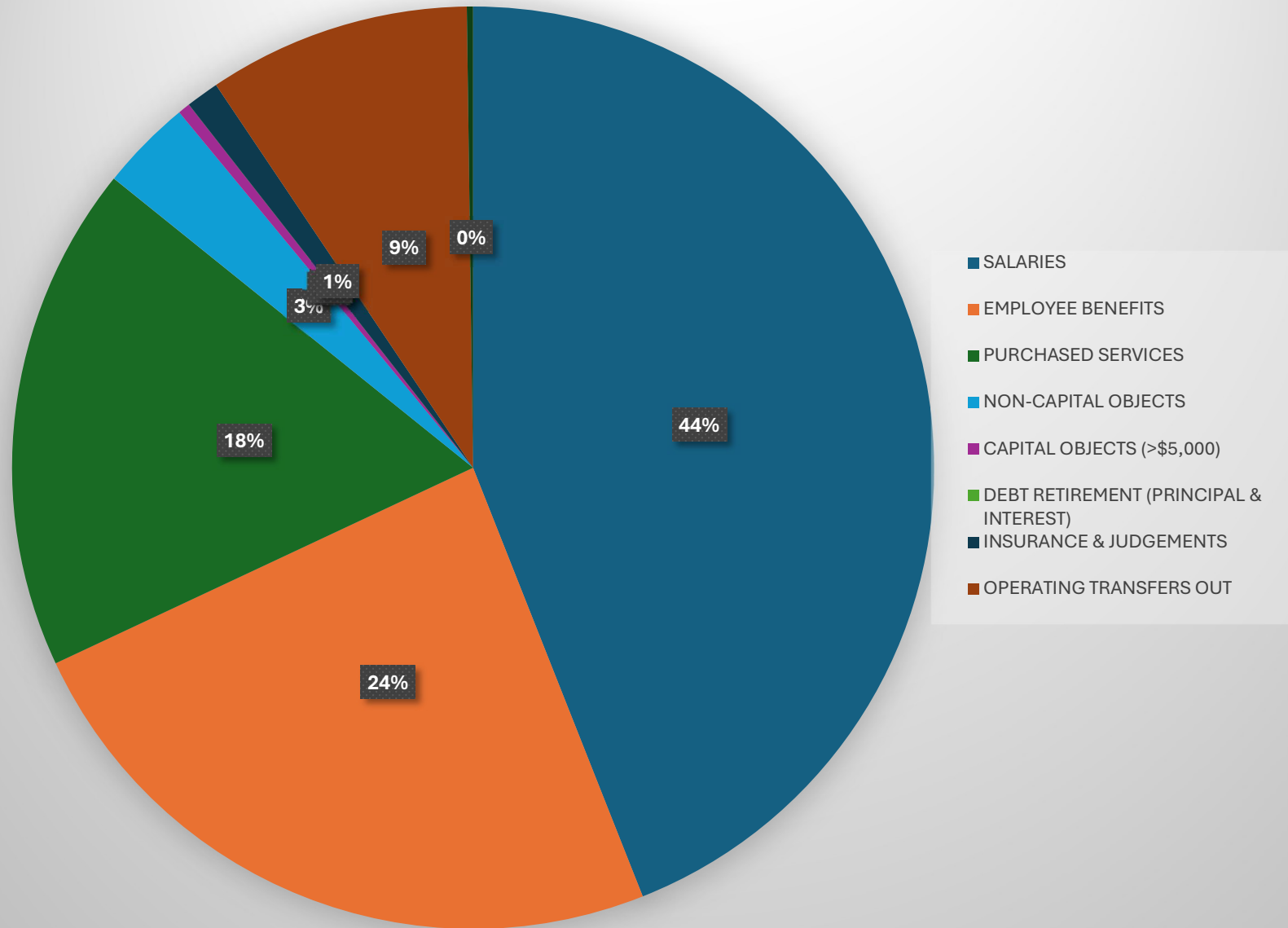
Special Ed. Students: 88

Students Attending RVA: 7

2026-2027
GENERAL FUND BUDGET WITH COMPARISONS
FUND 10

	2026-2027
REVENUES	BUDGET
TAXES & OTHER LOCAL SOURCES	10,126,561
INTERDISTRICT PAYMENTS	903,774
INTERMEDIATE SOURCES	4,438
STATE AIDS, GRANTS	1,064,018
FEDERAL AIDS, GRANTS	154,247
OTHER MISC. SOURCES	15,000
TOTAL REVENUES	<u>12,268,038</u>
EXPENDITURES	
SALARIES	5,443,207
EMPLOYEE BENEFITS	2,972,639
PURCHASED SERVICES	2,197,334
NON-CAPITAL OBJECTS	397,355
CAPITAL OBJECTS (>\$5,000)	53,000
DEBT RETIREMENT (PRINCIPAL & INTEREST)	500
INSURANCE & JUDGEMENTS	142,821
OPERATING TRANSFERS OUT	1,137,264
DUES, FEES, OTHER OBJECTS	27,345
TOTAL EXPENDITURES	12,371,465
NET PROFIT/(LOSS)	<u>-103,427</u>

2026-2027 Fund 10 Expenditures



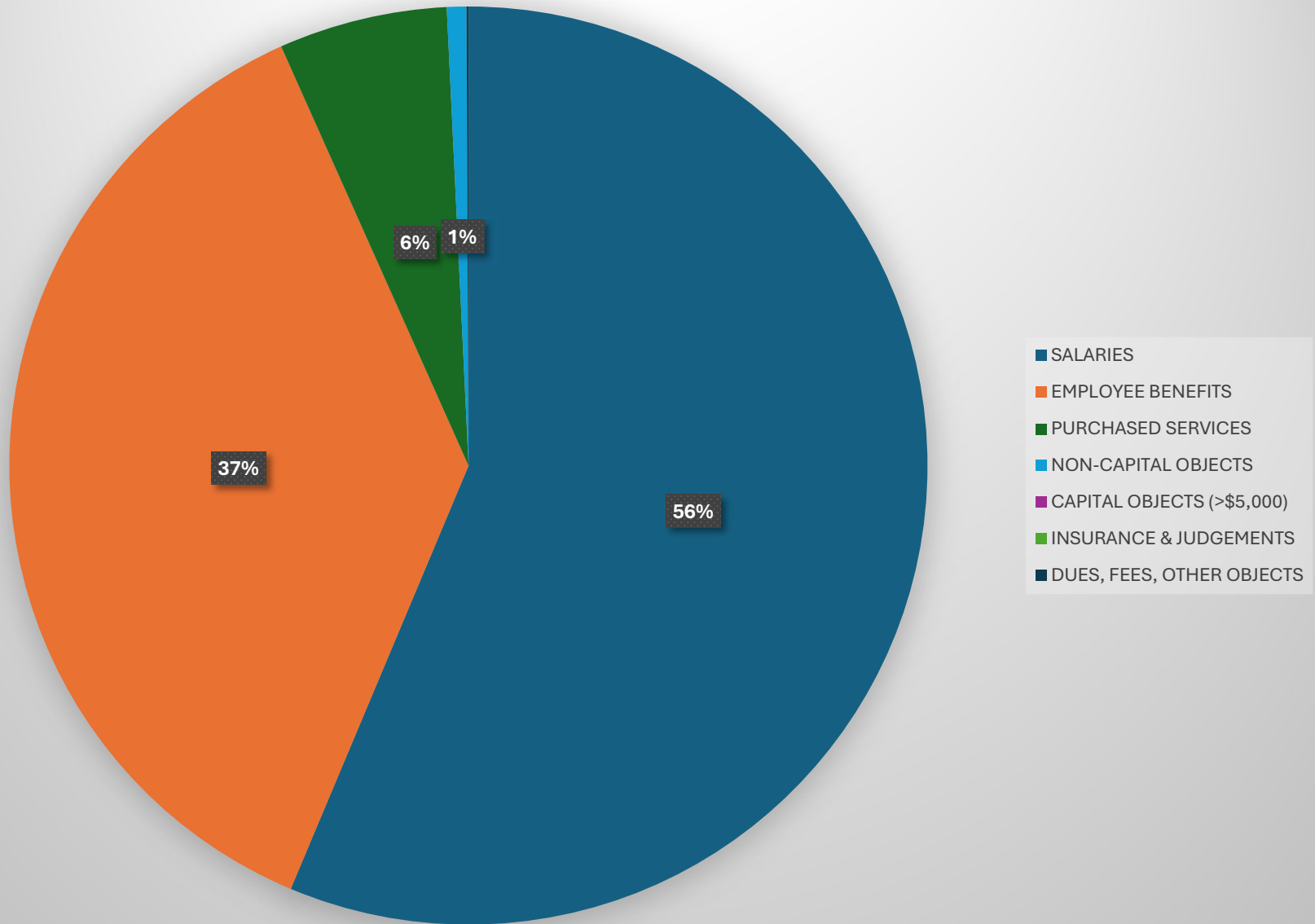
2026-2027

SPECIAL EDUCATION FUND BUDGET WITH COMPARISONS

FUND 27

	2026-2027
REVENUES	BUDGET
INTERFUND TRANSFERS FROM FUND 10	1,001,814
INTERMEDIATE SOURCES-MEDICAID/CESA	98,500
STATE AIDS, GRANTS	706,000
FEDERAL AIDS, GRANTS	129,400
MISC.	0
TOTAL REVENUES	1,935,714
EXPENDITURES	
SALARIES	1,090,375
EMPLOYEE BENEFITS	715,844
PURCHASED SERVICES	114,905
NON-CAPITAL OBJECTS	13,290
CAPITAL OBJECTS (>\$5,000)	0
INSURANCE & JUDGEMENTS	0
DUES, FEES, OTHER OBJECTS	1,300
TOTAL EXPENDITURES	1,935,714
NET PROFIT/(LOSS)	0

2026-2027 Fund 27 Expenditures



Fund 10 Revenue Budget 2026-27
Special Purpose Grants and Other Sources of Revenue

Description	Budget Account Number	Amount
LOCAL SOURCES		
Property Taxes	10R-000-211-500000	10,059,261
Payments for Services	10R-000-244-500000	4,400
Materials Resales--Misc.	10R-000-262-500000	1,000
Surplus Property Sales	10R-000-264-500000	1,200
Admissions	10R-000-271-500000	10,000
Other Activity Income	10R-000-279-500000	200
Interest Earned	10R-000-281-500000	24,000
Gifts/Donations	10R-000-291-500000	9,000
Student Fees	10R-000-292-500000	5,000
Rental Fees	10R-000-293-500000	12,000
Student Fines	10R-000-297-500000	500
Co-op Fees (Phelps)	10R-000-343-500000	27,000
Open Enrollment	10R-000-345-500000	876,274
Inter-District Payment for Other Services	10R-000-349-500000	500
INTERMEDIATE SOURCES		
Youth Apprenticeship Grant	10R-000-515-500000-409	500
Carl Perkins Grant--Improve Career & Tech Ed	10R-000-517-500000-405	3,938
STATE SOURCES		
Transportation Aid	10R-000-612-500000	62,000
Common School Funds (Library Aid)	10R-000-613-500000-031	42,000
Special Adjustment Aid	10R-000-623-500000	5,135
School Based Mental Health Grant	10R-000-630-500000-297	17,000
Reading Readiness Grant	10R-000-630-500000-522	1,200
Educator Effectiveness Grant	10R-000-630-500000-583	4,200
Payment In Lieu of Taxes (PILT)	10R-000-660-500000	21,000
Computer & Pers Property Aid	10R-000-691-500000	41,483
Sparsity Aid	10R-000-694-500000	195,000
Per Pupil Aid (Revenue Worksheet)	10R-000-695-500000	350,000
High Cost Transportation Aid	10R-000-696-500000	325,000
FEDERAL SOURCES		
Title II-A Teacher & Principal Training	10R-000-730-500000-365	10,528
Title IV-A Student Academic Enrichment	10R-000-730-500000-381	10,000
Small Rural School Achievement Grant (SRSA)	10R-000-730-500000-368	48,500
Title I-A Academic Achievement Underprivileged	10R-000-751-500000-141	64,219
National Forest Income	10R-000-780-500000	21,000
OTHER MISC. SOURCES		
Dividend on Workmen's Compensation	10R-000-964-500000	8,000
Refund of Prior Yr. Exp-E-rate on tele/wireless	10R-000-971-500000	7,000

12,268,038

Fund 27 Revenue Budget 2026-27
Special Purpose Grants and Other Sources of Revenue

Description	Budget Account Number	Amount
LOCAL SOURCES		
Transfer from General Fund	27R-000-110-411000	1,001,814
INTERMEDIATE SOURCES		
State Aid Transit from CESA	27R-000-516-500000	12,500
Medicaid School Based Services Reimbursements	27R-000-581-500000	86,000
STATE SOURCES		
Handicapped Aid	27R-000-611-500000	684,000
High Cost Special Education Aid-State WI	27R-000-625-500000	12,000
Special Education Transition Grant	27R-000-697-500000-451	10,000
FEDERAL SOURCES		
IDEA (Individual w/Disabilities in Education)	27R-000-730-500000-341	125,000
IDEA Early Childhood	27R-000-730-500000-347	4,400
		<u>1,935,714</u>

The District's student academic standards identify, at a general level, what students should know and be able to do within a given content area or subject. Academic standards serve as important goals and guideposts for classroom instruction, student learning, and student assessment, but academic standards should not be confused with a complete curriculum. Stated another way, academic standards attempt to identify the most essential and fundamental aspects of student learning, but they do not attempt to describe all that can or should be taught or precisely how instruction should be delivered. In addition, the adoption of general academic standards in no way prevents adjustments in programs, curriculum, or individual learning goals or activities for students who have exceptional educational needs and interests, such as students with disabilities, English learners, and gifted students.

The School Board must ensure that the District has adopted student academic standards in appropriate content/subject areas. However, the Board also recognizes that the expertise in the identification and evaluation of appropriate academic standards lies primarily, but not exclusively, with the District's licensed, professional academic staff under the ultimate supervision and management of the District Administrator.

Accordingly, to the extent consistent with this policy, the Board authorizes the District Administrator to adopt and modify, and assigns primary administrative responsibility for monitoring and reviewing, student academic standards in:

1. Each content/subject area where applicable law mandates the adoption of local standards; and
2. Such other content/subject areas as may be directed by the Board or as the administration otherwise deems advisable.

The authority this policy delegates to the District Administrator is subject to the following:

1. Prior to implementing any new academic standards or implementing any substantive changes in the District's academic standards, the District Administrator shall inform the Board of the new standards, the reason(s) such standards have been selected or modified, and how the new standards are expected to affect the applicable curriculum or program(s).
2. Unless otherwise approved by the Board, the administration shall formally implement new or modified student academic standards at the beginning of a new school term or, for semester-based courses, at the beginning of a new semester.
3. In evaluating and selecting student academic standards, the administration shall consider at least the District's current student performance data, current District goals, the statutory educational goals for school districts, the state's general school district standards, and any model student academic standards that may be adopted or published by the Wisconsin Department of Public Instruction.
4. The District Administrator shall ensure, to the extent required by state law, that the identification of the District's student academic standards for the upcoming school year in mathematics, science, reading and writing (i.e., English/language arts), and geography and history (i.e., social studies) is a topic on the agenda and meeting notice of the first Board meeting of each school year (i.e., in July).

5. The Board reserves the right to direct the administration to change, or to refrain from implementing proposed changes in, the District's student academic standards.

Subject to any other express directive or contrary decision that is made by the Board, student academic standards that the District Administrator approves for implementation pursuant to this policy shall be deemed adopted by the Board by virtue of the authority that is delegated by this policy. However, nothing in this policy precludes the District Administrator from seeking express Board approval of (1) recommended new student academic standards, or (2) recommended changes to existing standards.

Legal References:

Wisconsin Statutes

Section 118.01	[state-mandated educational goals applicable to school districts]
Section 118.30(1g)(a)1	[mandatory local adoption of academic standards in specified subjects]
Section 120.12(13)	[annual identification and notice of student academic standards]
Section 121.02	[state-mandated school district standards; generally]
Section 121.02(1)(L)7	[mandate to adopt academic standards in financial literacy]

Wisconsin Administrative Code

Chapter PI 8	[school district standards]
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Cross References:

Former Policy 3200 – Curriculum
Former Policy 3210 – Elementary Schools
Former Policy 3220 – Junior High School
Former Policy 3230 – Senior High School
Former Policy 313 – Student Academic Standards

Adoption Date:

7/16/2025

Reviewed Date:

7/15/2026

ANNUAL NOTICE OF ACADEMIC STANDARDS

313-Exhibit

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SCHOOL DISTRICT OF THREE LAKES NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2026-2027 SCHOOL YEAR

State law requires the District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. Accordingly, the District academic standards that will be in effect in these specific content areas for this school year are listed below. Electronic links to the detailed version of the applicable standards are provided when available. To the extent a parent or guardian would like to review a copy of any of the standards in an alternative format, please contact: Steve Gruszynski, Director of Technology, Curriculum & Instruction.

Content Area / Subject	The District's 2026-2027 Student Academic Standards
English Language Arts (includes reading and writing)	The District has adopted the Common Core State Standards for English Language Arts, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; • Standards for Literacy in All Subjects for grades K-5; and • Standards for Literacy in All Subjects for grades 6-12 A complete copy of these standards can be located and reviewed at this Internet address: https://dpi.wi.gov/sites/default/files/imce/standards/pdf/ELAStandards2020.pdf
Mathematics	The District has adopted the Common Core State Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: • Standards for mathematical content • Standards for mathematical practice A complete copy of these standards can be located and reviewed at this Internet address: https://dpi.wi.gov/sites/default/files/imce/standards/pdf/common-core-math-standards.pdf

ANNUAL NOTICE OF ACADEMIC STANDARDS

313-Exhibit

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Science	The District has adopted the Wisconsin Model Academic Standards for Science. The standards are grouped into eight areas (A through H) and include both content standards and performance standards. A complete copy of these standards can be located and reviewed at this Internet address: Wisconsin Standards for Science In addition, the Next Generation Science academic standards remain in effect for the current school year.
Social Studies (includes geography and history)	The District has adopted the Wisconsin Model Academic Standards for Social Studies. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards. A complete copy of these standards can be located and reviewed at this Internet address: Wisconsin Standards for Social Studies

If you have any questions about this notice, please contact Steve Gruszynski, Director of Technology, Curriculum & Instruction.

This notice is issued pursuant to [section 120.12\(13\)](#) of the state statutes.

Adoption Date:

7/16/2025

Revised Date:

7/15/2026

STUDENT CONDUCT ON SCHOOL BUSES

Policy 443.2

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The school bus is considered an extension of the classroom, therefore, students shall conduct themselves while on the bus in a manner consistent with standards for classroom behavior. In addition, bus rider rules shall be followed. Bus rider rules shall provide for safe and orderly transportation, and be distributed to students at the beginning of each school year.

A student is under the supervision of the school bus driver from the time he/she boards the bus until his/her departure from it. The bus driver is responsible for maintaining proper order on the bus. Bus drivers shall handle all cases of minor misconduct on the bus but shall not have authority to suspend a student's bus riding privileges. As deemed appropriate, bus drivers shall receive information and training on the appropriate handling of student misconduct on the school bus and related expectations.

Bus drivers are responsible for enforcing the following rules:

- Be on time for the bus. Buses will wait a maximum of two minutes beyond the regular scheduled time at any stop for a child. This does not mean the bus must wait every day for any particular child.
- If there is no sidewalk or path, it is recommended that you walk on the side of the road facing traffic to get to the bus stop. Stay off the road at all times while waiting for the bus. Wait until the bus comes to a complete stop before attempting to enter the bus. Do not rush to get on the bus.
- When you must cross in front of the bus, be sure to stay a safe distance away from the bus so that you are in the driver's visibility range.
- When boarding the bus, go to your assigned seat in the bus without disturbing or crowding other pupils. The bus shall not move until all riders are seated. Do not stand, or extend your head, arms, or hands out of windows, or move about, or attempt to leave the bus while it is in motion.
- The rear doors are not to be used except in an emergency.
- There will be no use of tobacco products on the bus. There will be no eating or drinking on the bus unless permission is given by the contracted bus driver/owner. However, students will be permitted to eat and drink while on buses for extra-curricular events and field trips. Exceptions can also be made for students with special medical problems. Students are to help keep the bus clean, sanitary, and orderly. Damage done to the bus, or bus equipment by a student, will be paid for by the student.
- When leaving the bus, remain seated until the bus comes to a complete stop.
- The bus driver shall not require, or allow any passenger to stand while the vehicle is in motion.
- Students are to remain in the bus in case of a road emergency, unless directed to do so otherwise by the bus driver.
- The bus driver is responsible for controlling the bus riders. They must obey him/her and their assistants, chaperones, promptly and cheerfully.
- Bus drivers are encouraged to assign students to their seats, filling the bus from front to rear.
- Students are not to leave the bus to transfer to cars or be dropped off at another student's stop, without a written permission slip from their parents, verified by the principal, or his/her designee. Students will not be permitted to ride a bus run that they are not normally scheduled to ride on, without a written request from their parents and authorization from the office.

STUDENT CONDUCT ON SCHOOL BUSES

Policy 443.2

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- Students shall follow all of the behavioral rules in the student handbook while on the bus.
- Pupils who persist in failing to cooperate in observing these rules will be considered hazardous to the welfare of the other students and will be denied bus transportation.

In cases of continuing misconduct on the bus or misconduct that can lead to suspension of bus riding privileges, the misconduct should be reported to the building principal for action. A student's bus riding privileges may be suspended for:

1. Behavior that compromises safe busing;
2. Behavior that endangers health, safety or property;
3. Repeated violation of bus rider rules; or
4. Violation of any other Board policies or school rules governing student conduct.

Before suspension of bus riding privileges, the student's parent or guardian shall be notified.

Legal References:

Wisconsin Statutes

[Section 120.13\(1\)](#) [school board power to adopt student conduct rules and discipline students]
[Section 121.52\(1\)\(b\)](#) [school board authority to adopt rules to protect students on school buses and govern bus driver conduct]

Wisconsin Administrative Code

[TRANS 300](#) [state rules governing the transportation of school children, including driver and passenger requirements]

Cross References:

Former Policy 443.2 – Student Conduct on School Buses

Adoption Date:

The District Administrator and School Business Manager/Transportation Director shall direct and manage the transportation services the District provides to public and private school students and coordinate such services among relevant parties in the interest of the students' safety and welfare. The School Business Manager/Transportation Director may delegate responsibility for the oversight of operational issues related to transportation services to another administrator or supervisory employee. The School Business Manager/Transportation Director shall also ensure that the District develops any administrative guidelines that may be necessary or advisable for the implementation of the School Board's transportation policies, and the District Administrator shall approve such guidelines and any revisions thereto.

On days school is held, the District will provide, or otherwise contract or arrange for the provision of, student transportation to and from public school in all situations where state or federal law establishes a District transportation obligation, including at least all of the following:

1. Students who reside in the District two miles or more from the nearest school they are entitled to attend, as measured by the usually-travelled route.
2. Students who live in areas of unusual hazard as defined and identified in the District's transportation plan or as otherwise identified pursuant to procedures found in state law.
3. Students with disabilities who have individualized education programs (IEPs) that require transportation as a necessary service, and where applicable law requires the District to provide the service.
4. Students with disabilities as required by an order of the state superintendent of public instruction.
5. Any student who is homeless or an unaccompanied youth, as defined under federal law, and who has a legal right to District-provided transportation.
6. If a student is living outside the District, but is enrolled in the District as a resident student because the student's parents or guardians have joint legal custody, the District will transport the student to and from an agreed-upon location within the District upon request from the student's parent or guardian.

The District will provide, or otherwise contract or arrange for the provision of, student transportation to and from school for residents of the District who attend private schools to the extent required by state law. The District is not obligated to provide transportation to an alternative site other than their residence.

Aside from transportation to and from school, as described above, the District shall also:

1. Fulfill all other student transportation obligations identified under state or federal law, including, but not limited to, the obligation to provide transportation for certain at-risk students attending a technical college program leading to the student's high school graduation.
2. Provide student transportation services in other situations where permitted by state law and where such transportation has been appropriately authorized by (a) a Board policy;

or (b) a motion or resolution of the Board (c) the school district annual meeting, whichever may be applicable. To the extent permitted by law, the District may charge fees related to such additional transportation.

The District Administrator or transportation director shall determine and schedule regular bus routes, taking into account factors such as the number and location of children, the safety of students, and the cost efficiency of the route. Changes to routes and schedules may be required from time-to-time during a school year, and the District will provide advance notification of such changes to affected families.

The distance children walk to the bus route will be considered on an individual basis dependent on the age of the child, and safety factors. Unless there are extenuating circumstances, all children will be expected to adhere to the following walking limits:

1. Kindergarten: pick up and drop off as close to home as practical.
2. Grades 1-6: walk up to 1/4 mile to bus.
3. Grades 7-12: walk up to 1/2 mile to bus.

With the exception of kindergarten and handicapped routes, school buses on regular routes will not go into private driveways for the specific purpose of picking up or dropping off students. Parents shall be responsible for providing adequate turn-around space for the bus.

Children living outside the sanitary district of Three Lakes and under two miles from school will be provided transportation if there is available room on the bus and if they live on a regularly scheduled route.

Under no circumstances will a route include a road which is in such poor condition that it presents a hazard to have a bus travel on it. The Board of Education reserves the right to refuse to place a bus on a road which it deems unsafe for school bus travel.

Vehicle and Driver Requirements

The District Administrator and any other administrator or supervisor with responsibilities related to the oversight of student transportation services shall, upon recognition of any deficiency, recommend changes to District policies, procedures, guidelines, and contracts that will facilitate the ability of the District and any contracted service providers to maintain compliance with all vehicle, operator, insurance, and contract requirements established by state or federal law. The District shall not purchase, lease, rent, use, or contract for the use of a motor vehicle for student transportation, other than a properly marked and equipped school bus or authorized motor bus, if the motor vehicle is designed to transport 10 or more passengers in addition to the driver.

Student Conduct

To the fullest extent that state law considers a student who is utilizing the District's transportation services to be (1) at school; (2) under the supervision of a school authority; or (3) otherwise subject to the District's disciplinary jurisdiction or oversight or control, the student must abide by all applicable policies, procedures, rules, and directives that govern student conduct. Rules and directives may be established and enforced that are specific to the context of transportation and/or transportation-related safety. Students using transportation services are subject to

STUDENT TRANSPORTATION SERVICES

Policy 751

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appropriate discipline or other consequences or interventions related to their conduct, up to and including loss of transportation services and/or suspension or expulsion from school.

Legal References:

Wisconsin Statutes

[Section 115.76](#)

[students with disabilities; definitions]

[Section 118.15\(2\)\(d\)](#)

[technical college attendance for children at risk of not graduating from high school; transportation requirement]

[Section 118.51\(14\)](#)

[full-time public school open enrollment; transportation provisions]

[Subchapter IV of Chapter 121](#)

[student transportation and transportation aid]

[Section 340.01\(56\)](#)

[state law definition of school bus]

[Section 345.05](#)

[municipal liability for motor vehicle accidents]

Wisconsin Administrative Code

[PI 7](#)

[unusually hazardous areas; parent contracts]

[TRANS 300](#)

[state rules governing the transportation of school children, including driver and passenger requirements]

Federal Law

[Section 504 of the Rehabilitation Act of 1973](#)

[programs/services for handicapped students]

[20 U.S.C. Chapter 33](#)

[Individuals with Disabilities Education Act (IDEA); programs and services for students with disabilities; IDEA regulations at [34 C.F.R. Part 300](#)]

[McKinney-Vento Homeless Assistance Act](#)

[equal access for homeless students; includes transportation provisions]

[Omnibus Transportation Employee Testing Act of 1991](#)

[alcohol and controlled substances use and testing requirements for individuals holding commercial drivers' licenses]

[49 C.F.R. Part 40](#)

[federal procedures for transportation workplace drug and alcohol testing programs]

[49 C.F.R. Part 382](#)

[federal regulations governing controlled substances and alcohol use by drivers and related testing]

Cross References:

Former Policy 7300 – Bus Routes

Former Policy – 751.1 – Bus Routing and Scheduling

Adoption Date:

USE OF ALTERNATIVE VEHICLES TO TRANSPORT STUDENTS

Policy 751.5

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Although transportation by school bus is the District's primary method of providing student transportation services, the District Administrator, or his/her designee, may approve the District's provision of student transportation services via the use of a vehicle other than a school bus, provided that the use of such vehicles is done in a manner that is consistent with state law and applicable Board policies.

Under no circumstances shall the District authorize a District employee or volunteer to provide student transportation using an alternative vehicle that (1) is manufactured to accommodate more than nine passengers, in addition to the driver; (2) does not have a sufficient number of permanently-mounted and forward-facing seats for each passenger; (3) was manufactured more than 20 model years ago; or (4) is a homemade, street modified, or replica vehicle.

- **Alternative Vehicles Owned or Leased by a School Bus Contractor**

The District's contract with any school bus contractor(s) shall account for the possible use of vehicles other than school busses that are owned (or leased) and operated by the school bus contractor. The contract shall specifically address how the contractor and the District will ensure compliance with applicable state law, and with any additional requirements (e.g., upward adjustments to minimum insurance levels) that the District determines are in its best interest. If any District contract with a school bus contractor does not address the possible use of alternative vehicles as required by this paragraph, the contractor shall not use alternative vehicles to provide student transportation services on behalf of the District until a written addendum to the contract is executed.

- **District Employees Authorized to Drive an Alternative Vehicle to Transport Students**

Specific administrative procedures shall be developed which shall be used to authorize a District employee to drive a privately-owned, District-owned, or District-leased motor vehicle to transport students within the scope of the individual's employment. No District employee who has not been authorized to do so under the District's procedures shall use a motor vehicle to transport students in carrying out, or in connection with, any job-related duty.

- **Non-Student, Adult Volunteer Drivers who Use a Personal Vehicle and Receive No Compensation**

Specific administrative procedures shall be developed which shall be used to authorize a non-student volunteer driver who is at least 18 or any higher age years old to transport students under the conditions that (1) the driver uses a specifically-identified, privately-owned vehicle; and (2) the driver is not receiving any compensation from the District for his/her volunteer services.

This policy is not intended to apply to any situation where (1) a parent or guardian is providing transportation solely to his/her own child(ren) by means selected entirely by the parent or guardian; or (2) students and/or parents or guardians otherwise make their own, voluntary arrangements for transportation (i.e., the transportation in question is not District-provided transportation).

USE OF ALTERNATIVE VEHICLES TO TRANSPORT STUDENTS

Policy 751.5

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Legal References:

Wisconsin Statutes

Section 110.075	[motor vehicle inspection]
Section 121.52	[vehicle, operator and driver requirements]
Section 121.53	[school bus insurance]
Section 121.54	[transportation by school districts]
Section 121.55	[methods of providing transportation]
Section 121.555	[alternative methods of providing transportation]
Section 346.89	[inattentive driving; includes prohibitions related to the use of electronic devices while driving]
Chapter 347	[equipment of vehicles]

Wisconsin Administrative Code

Trans 305	[standards for vehicle equipment]
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Cross References:

Adoption Date:

AUTHORIZATION OF ALTERNATIVE VEHICLES AND DRIVERS TO TRANSPORT STUDENTS

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These procedures address the authorization and use of a District employee or any non-student volunteer, who is at least 18 or any higher age years old, as the driver of any alternative vehicle that is used to transport students, provided that the vehicle (1) is manufactured to transport a maximum of nine or fewer passengers, in addition to the driver; (2) has a sufficient number of permanently-mounted and forward-facing seats for each passenger; (3) was manufactured within the last 20 model years; (4) is not a homemade, street modified, or replica vehicle; and (5) meets all applicable requirements established under state law or under District policies and rules.

Time Requirements for Seeking/Verifying Authorization

The process of authorizing an individual to provide student transportation services via an alternative vehicle can take several weeks. In most cases, both the individual driver and the specific vehicle must be qualified and authorized under these procedures. Because of the complexity of the process, and the possibility that follow-up steps may need to be taken after the initial submission of information, staff members are encouraged to begin the process of qualifying a driver and/or vehicle as soon as possible once the need to do so has been identified. The following are general guidelines under which the District should normally be able to complete the processing of an application for the authorization of an alternative vehicle and/or driver:

1. **Employees who are expected to maintain continuous authorization.** Each building principal or Director of Student Services shall identify and notify each District employee under the administrator's supervision who is expected to remain continuously eligible to transport students using an authorized alternative vehicle.
 - a. Annually between July 1 and September 1, the School Business Manager/Transportation Director shall ensure that all requirements have been met for the driver and his/her designated vehicle(s) to remain authorized throughout the entirety of the upcoming school year.
 - b. The School Business Manager/Transportation Director shall notify the employee of any required items that (1) have already expired; or (2) are due to expire prior to 1 of the subsequent school year.
 - c. Each school year, and always before driving any students during that school year, the employee shall provide the School Business Manager with (1) verification of his/her current motor vehicle insurance policy, and (2) a copy of written documentation of a satisfactory vehicle inspection that was completed.
 - d. At the beginning of each school year and prior to transporting any student that school year, each employee who is required to maintain continuous eligibility to transport students using an alternative vehicle shall confirm with the building principal that all requirements have been satisfied and that they have been authorized to serve as such a driver for that school year.

AUTHORIZATION OF ALTERNATIVE VEHICLES AND DRIVERS TO TRANSPORT STUDENTS

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- e. Each employee who is required to maintain continuous authorization as a driver of an alternative vehicle will be notified of the scope of his/her authorization, and he/she shall avoid transporting students in circumstances that are unrelated to that authorized scope.
2. **Temporary authorization for an employee to transport students using an alternative vehicle (single event or current school year only).** The District Administrator or School Business Manager/Transportation Director must give preliminary approval to a transportation plan for which it is proposed that a District employee (who does not maintain continuous authorization as an alternative vehicle driver) will temporarily provide student transportation services for a school-sponsored purpose via an alternative vehicle. Once preliminary approval of the transportation plan is received, the proposed employee-driver and the administrator (or other staff member) assigned to coordinate the transportation plan should start the process of obtaining formal driver and vehicle authorization at least six weeks or as determined by the School Business Manager/Transportation Director prior to the date that the employee will initially transport any student. If approved, the approval shall be for the specific event(s) for which approval was sought, or for a specific time period not to extend beyond the next July 1.
3. **Temporary authorization for a volunteer who will be driving a privately-owned motor vehicle and who will not receive compensation for his/her volunteer services.** The District Administrator or designee must give preliminary approval to a transportation plan for any school-sponsored event or activity for which it is proposed that the District will provide student transportation using one or more authorized volunteers who will be driving a privately-owned motor vehicle. Once preliminary approval of the transportation plan is received, the volunteer applicant(s) and the administrator (or other staff member) assigned to coordinate the volunteer transportation should start the process of obtaining final driver and vehicle authorization at least four weeks prior to the date that the volunteer will initially transport any student. If approved, the approval shall be for the specific event(s) for which approval was sought, or for a specific time period not to extend beyond the next July 1.
4. **All other types of arrangements involving the use of employees or volunteers as possible drivers of alternative vehicles for District-provided student transportation are disfavored.** If a building principal wishes to propose an arrangement involving the use of an employee or volunteer driver, other than those expressly addressed in these procedures, the proposal shall be presented to the District Administrator for preliminary approval, and, if approved, the District Administrator will identify the specific driver and vehicle requirements that must be satisfied in order for the proposed driver and vehicle to receive final authorization.

AUTHORIZATION OF ALTERNATIVE VEHICLES AND DRIVERS TO TRANSPORT STUDENTS

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Main Process Steps to Request Authorization for a District Employee or Volunteer to Provide Student Transportation via an Approved Alternative Vehicle

Employee Driver	Volunteer Driver (personal vehicle; no compensation)
1. Request preliminary approval of a transportation plan that involves any temporary authorization of any employee driver(s) (submit request to District Administrator, School Business Manager/Transportation Director or designee)	1. Request preliminary approval of a transportation plan that involves the use of any volunteer driver(s) (submit request to (submit request to District Administrator, School Business Manager/Transportation Director or designee)
2. If preliminary approval is received, complete <u>all</u> components of the appropriate Alternative Driver Authorization Checklist (Employee Driver—Personal Vehicle; or Employee Driver—District Vehicle)	2. If preliminary approval is received, complete <u>all</u> components of the applicable Alternative Driver Authorization Checklist (Volunteer Driver—Personal Vehicle and No Compensation)
3. District makes formal decision to reject or approve the application for authorization as an alternative vehicle driver; District ensures a contract with the employee has been properly executed. <i>Any proposed driver shall not transport students unless he/she has received direct confirmation from the District Administrator, the Building Principal, or the Director of Student Services that he/she has been fully authorized.</i>	3. District makes formal decision to reject or approve the application for authorization as an alternative vehicle driver. <i>Any proposed driver shall not transport students unless he/she has received direct confirmation from the District Administrator, the Building Principal, or the Director of Student Services that he/she has been fully authorized.</i>
4. Parents or guardians of students involved in the transportation are to be informed of the transportation plan that involves alternative vehicles. (The District shall provide a student's parent or guardian with the name of the individual who will be driving their child upon request.)	4. Parents or guardians of students involved in the transportation are to be informed of the transportation plan that involves alternative vehicles. (The District shall provide a student's parent or guardian with the name of the individual who will be driving their child upon request.)

Adoption Date:

Alternative Driver/Vehicle Authorization Checklist

(Employee driver using a privately-owned vehicle for student transportation)

1. Name and Job Title of Employee-Applicant; Acknowledgement and Employee Signature:

First Name

Middle Name

Last Name

Job Title

- ☐ By checking this box and affixing my signature on the line below, I indicate that I understand and agree that it is my responsibility to provide truthful and complete information to the School District in respect to any material facts on this form, and in connection with any other forms, statements, or records that may be submitted in order for the District to authorize me to provide student transportation. I understand and agree that the School District will be using and relying on the information that I provide to determine whether I will be authorized to perform this job function.

Signature of Driver-Applicant

Date

2. Vehicle Information (for the vehicle in which students will be transported):

Make

Model

Model Year:

License Plate #

Maximum Seating Capacity

The remainder of this page (below) is to be completed by the School District:

1. The above-identified individual and the District are seeking to authorize the individual, as part of his/her employment, to provide student transportation using a privately-owned vehicle as follows:

- ☐ On a non-continuous basis (e.g. for a specific event or only for a defined period of time), and _____ (name of Administrator) gave preliminary approval for the applicable transportation plan on _____ (mm/dd/yyyy).
- ☐ On a continuous basis as part of his/her regular job duties.

2. Identify the **name and job title** of the District employee who is responsible for reviewing the "checklist" items that begin on the next page on behalf of the District. The employee is responsible for reviewing and evaluating the completeness and acceptability of (1) the employee-applicant's response to each item; and (2) each piece of supporting documentation. (This employee must be someone other than the employee-applicant.)

Employee Name

Job Title

FORMAL ADMINISTRATOR APPROVAL AND AUTHORIZATION:

- ☐ The District has reviewed this application, found it to be complete and acceptable, and authorizes the above-named employee-applicant to provide student transportation using the privately-owned vehicle identified above for the event(s), time period, or assigned duties as further described in the space below:
- _____
- ☐ This authorization initially expires on _____ but may be renewed or extended in writing upon receipt of updated documentation. [Note: insert the earliest date on which any necessary documentation expires.]
- ☐ A written contract or contract addendum approved by the District for this purpose has been executed on _____ between the District and the employee-applicant.

Administrator's Signature and Title: _____ Date: _____

Driver Requirements		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Operator's License	The proposed driver possesses a valid operator's license issued by Wisconsin, another state, or any valid alternative jurisdiction as identified in statute 340.01(41m) or statute 121.555(2)(c)1.	_____	
	Documentation: Photocopy of current license		☐ _____
Age	The proposed driver is at least 18 years old.	_____	
	Documentation: Photocopy of current license		☐ _____
Physical Capabilities	The proposed driver has sufficient use of both hands and the foot that is normally employed to operate the brake and accelerator OR a waiver of these requirements has been substantiated by an examination conducted by the Department of Transportation.	_____ Check one: ☐ no waiver needed ☐ with waiver	
	Documentation: Verification of DOT examination/waiver (<i>applicable only if the applicant is relying on a waiver</i>)		☐ _____ ☐ n/a
Medical Certification and Mandatory Medical Opinion	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has <u>no knowledge or concern that he/she is afflicted with, or suffering from, any mental or physical disability, condition, or disease that would prevent the individual from exercising reasonable control over a motor vehicle.</u> If the driver later determines that he/she may have such a disability, condition, or disease, he/she agrees to immediately inform the District so that the District can determine whether he/she may continue to provide transportation for students.	_____	
	Documentation: A medical opinion is on file that is consistent with the underlined portion of the statement in the box above; issued within the past three years.		☐ _____ Date of opinion: _____

DPI-approved Background Form for Alternative Vehicle Drivers	The proposed driver has completed and returned a signed copy of the DPI-approved background form for alternative vehicle drivers	_____	
	Documentation: Completed original of the DPI-approved Background Form. After initial approval, the driver must complete and resubmit the DPI-approved form at least once every four years in order for the employee to be continued to be authorized as an alternative vehicle driver. OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Trans.		☐ _____ <i>Date form completed:</i> ____/____/____ OR ☐ _____
Criminal Background Check Conducted by the School District	Documentation: Prior to being initially approved to provide student transportation and at least every four years thereafter, the District has obtained a copy of the individual's criminal history report from the Crime Information Bureau of the Wisconsin Department of Justice, and all results are acceptable; OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Transportation.		☐ _____ <i>Date of report:</i> ____/____/____ ☐ _____
Driving History and Copy of Driver's Record from the Department of Transportation	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has never had his/her operator's license suspended or revoked by any jurisdiction, and that he/she has never been convicted of operating a motor vehicle while under the influence of alcohol or drugs. <i>(NOTE: If the proposed driver is unable to affirm the truth of the statement in the above paragraph, then the driver's background must be explored in greater detail and the individual's eligibility must be determined by the District Administrator.)</i>	_____	
	Documentation: Prior to being initially approved to provide student transportation and at least every four years thereafter, the District has obtained a copy of the individual's operating record from the Department of Transportation, and all results are acceptable; OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Trans.		☐ _____ <i>Date of report:</i> ____/____/____ ☐ _____

Immediate Reporting of Specific Incidents Occurring while Performing Employment-Related Duties.	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized by the District to provide student transportation services, the individual must report to the school district, in writing and as soon as practicable after the occurrence of the incident (i.e., immediately), any of the following: (1) any motor vehicle accident in which the individual was involved as the operator of a motor vehicle that occurs when the individual <u>is</u> performing any job-related duty; (2) the receipt of any traffic citation for any incident or violation that occurs while the individual is performing any job-related duty; and (3) any injury to a student, employee, or any other person that occurs while the individual is performing a job-related duty and the injury has a direct or indirect connection to a school district program or district operations.		
Reporting of Any Accident/Citation/Injury and Any Suspension or Loss of Operating Privileges; or Loss of Eligibility for School Bus Endorsement	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized by the District to provide student transportation services, the individual must report to the school district, in writing and within 10 days of the occurrence of the incident: (1) any motor vehicle accident in which the individual was involved as the operator of a motor vehicle that occurs when the individual is <u>not</u> acting within the scope of his/her employment; (2) any conviction or operating privilege revocation that makes the person ineligible to transport students under sec. 121.555(1) of the state statutes (see the list attached to the DPI Driver Background Form); (3) any suspension or revocation of the individual's operating privileges or any cancellation of a school bus endorsement by any jurisdiction; and (4) any current accumulation of more than six (6) driver's license points (violations will be evaluated).		

Written Contract Requirement		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Contract Requirement	<u>Documentation:</u> State law requires the owner or lessee of any privately owned vehicle used to transport students <u>for compensation</u> to be under written contract with the school board. A written contract or contract addendum approved by the District for this purpose has been executed between the District and the employee-applicant. OR The written contract will be executed only if the District first determines that all other eligibility requirements have been met and administrative authorization to serve as a vehicle driver will be granted (see the bottom of page 1 of this checklist/authorization form).		☐ _____ <i>Date of contract:</i> ____/____/____ OR ☐ _____
Vehicle Requirements		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Vehicle Size/Type Limitations	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that the vehicle that will be used to transport students is the vehicle identified on this form (above), and that the vehicle (1) is manufactured to transport a maximum of nine or fewer passengers, in addition to the driver; (2) has a sufficient number of permanently-mounted and forward-facing seats for each passenger; (3) was manufactured within the last 20 model years; and (4) is not a homemade, street modified, or replica vehicle.	_____	
Safety Requirements	By initialing the box to the immediate right, the proposed driver agrees that all passengers present in a vehicle being used to transport students will use a seat belt, and that the driver will ensure he/she observes all age/weight/height requirements that apply to use of vehicle restraints, car seats, booster seats, and passenger location (i.e., all front seat passengers must be eligible to ride in that location).	_____	

Vehicle Inspection	The vehicle was inspected within the last 12 months by a certified mechanic, and successfully passed the inspection. <i>NOTE: The inspection should be completed by a certified mechanic and check for compliance with section 110.075 and ch. 347 of the statutes, as well as Ch. Trans 305 of the Wisconsin Administrative Code. The District will pay a reasonable fee for the inspection, if the amount of the fee is approved by the District in advance of the inspection.</i>		
	Documentation: A copy of a record from the mechanic that confirms that the vehicle passed the inspection and that identifies the date of the inspection. <i>NOTE: If the inspection report called for the making of any repairs, there must be documentation that the repairs were completed.</i>		☐ _____ Date of inspection: ____/____/____
Vehicle Insurance Requirements		To be initialed and/or boxes "checked" by the applicant	To be initialed/ "checked" by a District employee after the item is completed.
Minimum insurance coverage to be maintained on the vehicle	• \$100,000 property damage coverage; • \$100,000 bodily injury liability coverage per person; • Subject to the individual limitation, \$300,000 total bodily liability coverage per accident; and • Uninsured and underinsured motorist coverage of \$100,000 per person, and \$300,000 per accident.		
	Documentation: A copy of the declarations page of the insurance policy and a record indicating the expiration/renewal date of the current policy. <i>NOTE: If the driver's personal vehicle insurance policy is below the amounts specified above, but in excess of the state law minimum requirements, the District Administrator may, after consulting directly with the school district's liability insurer, consider the applicability of any secondary liability coverage that may be available and applied to the vehicle in question.</i>		☐ _____ Date Insurance Policy Expires: ____/____/____
Driver will maintain insurance coverage; Driver's personal car insurance is primary coverage	By initialing the box to the immediate right, the proposed driver affirmatively agrees that he/she will maintain the above-represented insurance amounts in effect at all times while authorized to transport students as a school district employee. In addition, the proposed driver understands that, in the event of any accident or claim, his/her personal vehicle insurance policy will be considered primary insurance.		

Alternative Driver/Vehicle Authorization Checklist

(Employee driver using a vehicle owned or leased by the District for student transportation)

1. Name and Job Title of Employee-Applicant; Acknowledgement and Employee Signature:

First Name

Middle Name

Last Name

Job Title

- ☐ By checking this box and affixing my signature on the line below, I indicate that I understand and agree that it is my responsibility to provide truthful and complete information to the School District in respect to any material facts on this form, and in connection with any other forms, statements, or records that may be submitted in order for the District to authorize me to provide student transportation. I understand and agree that the School District will be using and relying on the information that I provide to determine whether I will be authorized to perform this job function.

Signature of Driver-Applicant

Date

The remainder of this page (below) is to be completed by the School District:

1. The above-identified individual and the District are seeking to authorize the individual, as part of his/her employment, to provide student transportation using a vehicle owned or leased by the District, as follows:

- ☐ On a non-continuous basis (e.g. for a specific event or only for a defined period of time), and _____ (name of Administrator) gave preliminary approval for the applicable transportation plan on _____ (mm/dd/yyyy).
- ☐ On a continuous basis as part of his/her regular job duties.

2. District Vehicle(s) to which this Authorization Applies (If Approved):

Make

Model

Model Year:

License Plate #

Maximum Seating Capacity

2. Identify the **name and job title** of the District employee who is responsible for reviewing the "checklist" items that begin on the next page on behalf of the District. The employee is responsible for reviewing and evaluating the completeness and acceptability of (1) the employee-applicant's response to each item; and (2) each piece of supporting documentation. (This employee must be someone other than the employee-applicant.)

Employee Name

Job Title

FORMAL ADMINISTRATOR APPROVAL AND AUTHORIZATION:

- ☐ The District has reviewed this application, found it to be complete and acceptable, and authorizes the above-named employee-applicant to provide student transportation using the vehicle(s) identified above for the event(s), time period, or assigned duties as further described in the space below:
- _____
- ☐ This authorization initially expires on _____ but may be renewed or extended in writing upon receipt of updated documentation. [Note: insert the earliest date on which any necessary documentation expires.]
- ☐ A written contract or contract addendum approved by the District for this purpose has been executed on _____ between the District and the employee-applicant.

Administrator's Signature and Title: _____ Date: _____

Driver Requirements		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Operator's License	The proposed driver possesses a valid operator's license issued by Wisconsin, another state, or any valid alternative jurisdiction as identified in statute 340.01(41m) or statute 121.555(2)(c)1.	_____	
	Documentation: Photocopy of current license		☐ _____
Age	The proposed driver is at least 18 years old.	_____	
	Documentation: Photocopy of current license		☐ _____
Physical Capabilities	The proposed driver has sufficient use of both hands and the foot that is normally employed to operate the brake and accelerator OR a waiver of these requirements has been substantiated by an examination conducted by the Department of Transportation.	_____ Check one: ☐ no waiver needed ☐ with waiver	
	Documentation: Verification of DOT examination/waiver (<i>applicable only if the applicant is relying on a waiver</i>)		☐ _____ ☐ n/a
Medical Certification and Mandatory Medical Opinion	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has <u>no knowledge or concern that he/she is afflicted with, or suffering from, any mental or physical disability, condition, or disease that would prevent the individual from exercising reasonable control over a motor vehicle.</u> If the driver later determines that he/she may have such a disability, condition, or disease, he/she agrees to immediately inform the District so that the District can determine whether he/she may continue to provide transportation for students.	_____	
	Documentation: A medical opinion is on file that is consistent with the underlined portion of the statement in the box above; issued within past three years.		☐ _____ Date of opinion: _____

DPI-approved Background Form for Alternative Vehicle Drivers	The proposed driver has completed and returned a signed copy of the DPI-approved background form for alternative vehicle drivers	_____	
	Documentation: Completed original of the DPI-approved Background Form. After initial approval, the driver must complete and resubmit the DPI-approved form at least once every four years in order for the employee to be continued to be authorized as an alternative vehicle driver. OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Trans.		☐ _____ <i>Date form completed:</i> ____/____/____ OR ☐ _____
Criminal Background Check Conducted by the School District	Documentation: Prior to being initially approved to provide student transportation and at least every four years thereafter, the District has obtained a copy of the individual's criminal history report from the Crime Information Bureau of the Wisconsin Department of Justice, and all results are acceptable; OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Transportation.		☐ _____ <i>Date of report:</i> ____/____/____ ☐ _____
Driving History and Copy of Driver's Record from the Department of Transportation	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has never had his/her operator's license suspended or revoked by any jurisdiction, and that he/she has never been convicted of operating a motor vehicle while under the influence of alcohol or drugs. <i>(NOTE: If the proposed driver is unable to affirm the truth of the statement in the above paragraph, then the driver's background must be explored in greater detail and the individual's eligibility must be determined by the District Administrator.)</i>	_____	
	Documentation: Prior to being initially approved to provide student transportation and at least every four years thereafter, the District has obtained a copy of the individual's operating record from the Department of Transportation, and all results are acceptable; OR The individual currently holds a valid school bus driver's endorsement issued by the Wis. Dept. of Trans.		☐ _____ <i>Date of report:</i> ____/____/____ ☐ _____

Immediate Reporting of Specific Incidents Occurring while Performing Employment-Related Duties.	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized by the District to provide student transportation services, the individual must report to the school district, in writing and as soon as practicable after the occurrence of the incident (i.e., immediately), any of the following: (1) any motor vehicle accident in which the individual was involved as the operator of a motor vehicle that occurs when the individual <u>is</u> performing any job-related duty; (2) the receipt of any traffic citation for any incident or violation that occurs while the individual is performing any job-related duty; and (3) any injury to a student, employee, or any other person that occurs while the individual is performing a job-related duty and the injury has a direct or indirect connection to a school district program or district operations.		
Reporting of Any Accident/Citation/Injury and Any Suspension or Loss of Operating Privileges; or Loss of Eligibility for School Bus Endorsement	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized by the District to provide student transportation services, the individual must report to the school district, in writing and within 10 days of the occurrence of the incident: (1) any motor vehicle accident in which the individual was involved as the operator of a motor vehicle that occurs when the individual is <u>not</u> acting within the scope of his/her employment; (2) any conviction or operating privilege revocation that makes the person ineligible to transport students under sec. 121.555(1) of the state statutes (see the list attached to the DPI Driver Background Form); (3) any suspension or revocation of the individual's operating privileges or any cancellation of a school bus endorsement by any jurisdiction; and (4) any current accumulation of more than six (6) driver's license points (violations will be evaluated).		

Written Contract Requirement		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Contract Requirement	<u>Documentation:</u> State law requires the following individuals to be under written contract with the District: (1) all drivers of motor vehicles that are owned by the District and used for student transportation, and (2) the owner or lessee of any privately owned vehicle that is used to transport students <u>for compensation.</u> A written contract or contract addendum approved by the District for this purpose has been executed between the District and the employee-applicant. OR The written contract will be executed only if the District first determines that all other eligibility requirements have been met and administrative authorization to serve as a vehicle driver is granted (see the bottom of page 1 of this checklist/authorization form).		☐ _____ <i>Date of contract:</i> ____/____/____ OR ☐ _____
Vehicle Requirements		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Safety Requirements	By initialing the box to the immediate right, the proposed driver agrees that all passengers present in a vehicle being used to transport students will use a seat belt, and that the driver will ensure he/she observes all age/weight/height requirements that apply to use of vehicle restraints, car seats, booster seats, and passenger location (i.e., all front seat passengers must be eligible to ride in that location).	_____	
Vehicle Size/Type Limitations	The vehicle identified on this form (first page, above), and any additional vehicle identified in connection with this authorization (1) is manufactured to transport a maximum of nine or fewer passengers, in addition to the driver; (2) has a sufficient number of permanently-mounted and forward-facing seats for each passenger; (3) was manufactured within the last 20 model years; and (4) is not a homemade, street modified, or replica vehicle.		_____

Vehicle Inspection	The vehicle was inspected within the last 12 months by a certified mechanic, and successfully passed the inspection. <i>NOTE: The inspection should be an inspection by a certified mechanic designed to check for compliance with section 110.075 and ch. 347 of the statutes, as well as Ch. Trans 305 of the Wisconsin Administrative Code. The District will pay for the inspection.</i>		_____
	Documentation: A copy of a record from the mechanic that confirms that the vehicle passed the inspection and that identifies the date of the inspection. <i>NOTE: If the inspection report called for the making of any repairs, there must be documentation that the repairs were completed.</i>		☐ _____ Date of inspection: ____/____/____
Vehicle Insurance Requirements		To be initialed and/or boxes "checked" by the driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Minimum insurance coverage to be maintained on the vehicle	• \$100,000 property damage coverage; • \$100,000 bodily injury liability coverage per person; • Subject to the individual limitation, \$300,000 total bodily liability coverage per accident; and • Uninsured and underinsured motorist coverage of \$100,000 per person, and \$300,000 per accident.		_____
	Documentation: A copy of the declarations page of the insurance policy and a record indicating the expiration/renewal date of the current policy. <i>NOTE: Unless the District's liability carrier recommends otherwise, for any vehicle rented by the District, the District may accept and pay for primary or secondary insurance coverage through the rental agency, and the District should confirm that, in total, such agency-provided coverage plus any coverage that is available through the District's liability carrier meet or exceed the above-stated requirements.</i>		☐ _____ Date Insurance Policy Expires: ____/____/____

Alternative Driver/Vehicle Authorization Checklist

(Volunteer driver using a privately-owned vehicle for no compensation)

1. Name of Driver-Applicant:

First Name

Middle Name

Last Name

- ☐ By checking this box and affixing my signature on the line below, I indicate that I understand and agree that it is my responsibility to provide truthful and complete information to the School District in respect to any material facts on this form, and in connection with any other forms, statements, or records that may be submitted in support of my application for authorization to serve as a volunteer driver of students. I understand and agree that the School District will be using and relying on the information that I provide to determine whether I will be authorized to transport students in a volunteer capacity.

Signature of Driver-Applicant

Date

2. Current Address of the Driver-Applicant:

Street Address City State Zip Code From (date) to present.

3. Vehicle Information (for the vehicle in which students will be transported):

Make

Model

Model Year:

License Plate #

Maximum Seating Capacity

The remainder of this page (below) is to be completed by the School District:

1. The above-identified individual is seeking authorization as a volunteer alternative vehicle driver, without compensation, and _____ (name of school Administrator) issued preliminary approval for the applicable transportation plan on _____ (mm/dd/yyyy).
2. Identify the **name and job title** of the District employee who is responsible for reviewing the "checklist" items that begin on the next page. The employee is responsible for reviewing and evaluating the completeness and acceptability of (1) the applicant's response to each item; and (2) each piece of supporting documentation.

Employee Name

Job Title

FORMAL ADMINISTRATOR APPROVAL AND AUTHORIZATION:

- ☐ The District has reviewed this application, found it to be complete and acceptable, and authorizes the above-named applicant to serve as a volunteer alternative vehicle driver for the following events/dates:

Administrator's Signature and Title: Date:

Driver Requirements		To be initialed and/or boxes "checked" by the volunteer driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Operator's License	The proposed driver possesses a valid operator's license issued by Wisconsin, another state, or any valid alternative jurisdiction as identified in statute 340.01(41m) or statute 121.555(2)(c)1.	_____	
	Documentation: Photocopy of current license		☐ _____
Age	The proposed driver is at least 18 years old, and is not a student enrolled in the District.	_____	
	Documentation: Photocopy of current license		☐ _____
Physical Capabilities	The proposed driver has sufficient use of both hands and the foot that is normally employed to operate the brake and accelerator OR a waiver of these requirements has been substantiated by an examination conducted by the Department of Transportation.	☐ no waiver needed ☐ with waiver	
	Documentation: Verification of DOT examination/waiver (applicable only if the applicant is relying on a waiver)		☐ _____ ☐ n/a
Other Medical Issues	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has no knowledge or concern that he/she is afflicted with, or suffering from, any mental or physical disability, condition, or disease that would prevent the individual from exercising reasonable control over a motor vehicle. If the driver later determines that he/she may have such a disability, condition, or disease, he/she agrees to immediately inform the District that he/she is no longer able to provide transportation for students.	_____	
DPI-approved Background Form for Alternative Vehicle Drivers	The proposed driver has completed and returned a signed copy of the DPI-approved background form for alternative vehicle drivers (on the form, substitute "School District" where the form says "employer")	_____	
	Documentation: Completed original of the DPI-approved Background Form		_____
Driving History	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that he/she has never had his/her operator's license suspended or revoked by any jurisdiction, and that he/she has never been convicted of operating a motor vehicle while under the influence of alcohol or drugs. <i>(NOTE: If the proposed driver is unable to affirm the truth of the statement in the above paragraph, then the driver's background must be explored in greater detail and the individual's eligibility must be determined by the District Administrator.)</i>	_____	

Reporting of Any Accident/Citation/Injury	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized to serve as a volunteer driver, he/she will immediately report to the School District (1) any accident involving the driver's vehicle; (2) the receipt of any traffic citation; and (3) any injury involving any student or the driver, when any of these events occurs while the volunteer is transporting students.	_____	
Reporting of any suspension or loss of operating privileges; or loss of eligibility for school bus endorsement	By initialing the box to the immediate right, the proposed driver agrees that during any time period that he/she is authorized to serve as a volunteer driver, he/she will cease driving students and immediately report to the School District (1) any suspension, cancellation, or revocation (in any jurisdiction) of his/her operating privileges or his/her school bus endorsement (if one is held); and (2) any incident that would disqualify the person from holding a school bus endorsement if one were applied for; and (3) any current accumulation of more than 6 driver's license points.	_____	
Criminal Background Check Conducted by the School District	<u>Documentation:</u> 1. Completed District volunteer criminal background check form. 2. Results from criminal background check received; all results are acceptable and the report is not more than four years old.		☐ _____ ☐ _____ <i>Date of report:</i> ____/____/____
Individual's Operating Record Obtained from the Department of Transportation	<u>Documentation:</u> 1. Copy of individual's DOT operating record; (obtained at time of initial application, and at least every four years thereafter); all results acceptable.		☐ _____ <i>Date of report:</i> ____/____/____
Vehicle Requirements		To be initialed and/or boxes "checked" by the volunteer driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Vehicle Size/Type Limitations	By initialing the box to the immediate right, the proposed driver affirmatively states and represents to the School District that the vehicle that will be used to transport students is the vehicle identified on this form (above), and that the vehicle (1) is manufactured to transport a maximum of nine or fewer passengers, in addition to the driver; (2) has a sufficient number of permanently-mounted and forward-facing seats for each passenger; (3) was manufactured within the last twenty model years; and (4) is not a homemade, street modified, or replica vehicle.	_____	

Safety Requirements	By initialing the box to the immediate right, the proposed driver agrees that all passengers present in a vehicle being used to transport students will use a seat belt, and that the driver will ensure he/she observes all age/weight/height requirements that apply to use of vehicle restraints, car seats, booster seats, and passenger location (e.g., all front seat passengers must be eligible to ride in that location).		
Vehicle Inspection	The vehicle was inspected within the last 12 months by a certified mechanic, and successfully passed the inspection. <i>NOTE: The inspection should be an inspection designed to check for compliance with section 110.075 and ch. 347 of the statutes, as well as Ch. Trans 305 of the Wisconsin Administrative Code. The District will pay a reasonable fee for the inspection, if the amount of the fee is approved by the District in advance of the inspection.</i>		
	Documentation: A copy of a record from the mechanic that confirms that the vehicle passed the inspection and that identifies the date of the inspection. <i>NOTE: If the inspection report called for the making of any repairs, there must be documentation that the repairs were completed.</i>		☐ _____ Date of inspection: ____/____/____
Vehicle Insurance Requirements		To be initialed and/or boxes "checked" by the volunteer driver applicant	To be initialed/ "checked" by a District employee after the item is completed.
Minimum insurance coverage to be maintained on the vehicle	• \$100,000 property damage coverage; • \$100,000 bodily injury liability coverage per person; • Subject to the individual limitation, \$300,000 total bodily liability coverage per accident; and • Uninsured and underinsured motorist coverage of \$100,000 per person, and \$300,000 per accident.		
	Documentation: A copy of the declarations page of the insurance policy and a record indicating the expiration/renewal date of the current policy. <i>NOTE: If the driver's personal vehicle insurance policy is below the amounts specified above, but in excess of the state law minimum requirements, the District Administrator may, after consulting directly with the school district's liability insurer, consider the applicability of any secondary liability coverage that may be available and applied to the vehicle in question.</i>		☐ _____ Date Insurance Policy Expires: ____/____/____
Driver will maintain insurance coverage; Driver's personal car insurance is primary coverage	By initialing the box to the immediate right, the proposed driver agrees that he/she will maintain the above-represented insurance amounts in effect at all times while transporting students as a volunteer driver. In addition, the proposed driver understands that, in the event of any accident or claim, his/her personal vehicle insurance policy will be considered primary insurance.		

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Under the ultimate direction of the District Administrator and the School Business Manager/Director of Transportation shall have primary administrative responsibility for periodically reviewing and making recommendations for possible amendments to the District plan that (1) identifies areas of unusual hazard (if any) that students must face in walking to and from school; and (2) identifies procedures or other remedies that are intended as safeguards that will sufficiently remove or diminish the applicable hazard(s). District-provided transportation is a possible remedy for addressing an unusual hazard, but it is not the only possible remedy.

The District's plan shall address (1) unusual hazards in areas surrounding any applicable public or private school, within which areas the District would not otherwise regularly provide student transportation to the students who are enrolled in that school; and (2) any areas of unusual hazard that one or more students is required to traverse on the student's walking route to the student's District-designated bus stop.

In evaluating and identifying possible unusual hazards, the School Board and its designees will use the Department of Public Instruction's definition of "unusual hazard" and consider at least the following criteria:

- The ages of affected students, with the possibility that certain areas may be designated as unusually hazardous for certain age levels
- The availability of sidewalks, pedestrian paths, or similar walking space outside of the road/highway
- The availability and width of any pedestrian-use shoulder area of a road/highway
- Traffic counts/rates, to the extent reasonably available from the state, county, or applicable municipality (including at normal school arrival and dismissal times)
- Speed limits
- The presence or absence of designated pedestrian crosswalks
- The type of traffic control signs or devices (if any) at relevant areas of the road/highway
- The presence or absence of crossing guards
- If applicable, railroad crossings and the types of crossing controls that are in place
- If applicable, temporary hazards such as construction projects or street repairs

The above-listed criteria are not arranged in priority order, and no single factor is necessarily determinative of a designation. Rather, unusual hazards will be designated based on a holistic assessment of relevant facts and circumstances, which may include consideration of additional conditions/criteria not expressly listed in this policy. The District will make reasonable efforts to treat areas with materially the same circumstances in a consistent manner. State regulations expressly recognize that all traffic situations through which students must travel present some degree of hazard. An "unusual hazard" is an existing condition which constitutes more than an ordinary hazard and which seriously jeopardizes the safety of students in their travel to and from school.

Administrative Review of the District's Plan

The District Administrator or the School Business Manager/Transportation Director or School Safety Coordinator may initiate a review of the District's unusual hazards plan for the purpose of evaluating potential revisions to the plan any time they identify a potential basis for modifying the plan (including both adding and removing areas). In addition, the responsible administrators **shall** initiate such a review and propose any modifications to the plan that the District Administrator deems necessary or appropriate in each of the following circumstances:

1. When directed by the School Board.
2. Prior to the planned opening of any new school building.
3. Upon any changes in school attendance areas when such changes materially affect the walking zones in which the District does not regularly provide student transportation.
4. In response to a complaint that has been submitted to the District by an aggrieved person, as permitted under state law (see below). However, a comprehensive reassessment of an alleged potential hazard is not required prior to responding to such a complaint if the District Administrator or his/her administrative-level designee determines that the same potential hazard has been previously evaluated and that there have been no materially significant changes to the relevant circumstances."

Complaints by Aggrieved Persons

1. Complaints to the District. An aggrieved person who is affected by the lack of a District plan for a potential area of unusual hazard under this policy may submit a written complaint alleging that an unaddressed area of unusual hazard exists.
 - a. Such complaints shall be submitted in writing to the Office of the District Administrator, directed to the attention of the District Administrator and the Board Clerk.
 - b. State law requires the District to provide a final District response to such a complaint within 30 days. The District is required to send a copy of the response to the county sheriff and to the State Superintendent.
 - c. Upon receipt of a District's response concluding that an area of unusual hazard does **not** exist, the aggrieved complainant may contact the State Superintendent in writing to request a hearing and a determination by the State Superintendent as to whether an area of unusual hazard exists.
2. Complaints to the State Superintendent Regarding Plan Changes. After the District submits a plan or any plan amendments to the county sheriff for the sheriff's assessment, state law permits any aggrieved person to request a hearing before the State Superintendent on the determination by the sheriff and on the content of the plan. Such

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a request must be submitted to the State Superintendent within 30 days after the sheriff's report is received by the State Superintendent.

Approval of Plan Amendments and Authority to Issue a Response to Complaints Submitted by Aggrieved Persons

1. Plan Amendments. Board approval is required for all amendments to the District's plan for areas of unusual hazard prior to the submission of any such amendments to the county sheriff's office. Board approval is also required for any final determination of a pending complaint of an aggrieved person that commits the District to any plan amendment(s).
 - a. Upon the request of the Board or in connection with any administrative recommendation for a plan amendment, the District Administrator shall provide the Board with an administrative recommendation that includes (1) an administrative analysis of the criteria that are relevant to the determination of whether an unusual hazard exists in one or more identified areas, and (2) the administration's rationale for recommended safeguards that are intended to sufficiently remove or diminish any identified hazard(s).
 - b. Board-approved plan amendments shall be submitted to the county sheriff for a sheriff's review and report as required by state law.
2. Other Responses to Complaints. After an administrative review of a complaint that has been submitted to the District by an aggrieved person (see above), the District Administrator is authorized to issue a final denial of the complaint if, following an administrative review of the complaint, the District Administrator concludes that no unusual hazard exists and provided also that the District Administrator's response does **not** comprise making or recommending any amendments to the District's plan for areas of unusual hazard. By this policy, the Board authorizes any such administrative response to serve as the District's final determination of the complaint. The District Administrator shall inform the Board of any such complaint determinations, and such determinations may be appealed to DPI to the extent permitted by state law.

Legal References:

Wisconsin Statutes

[Section 121.54](#)

[state mandated transportation, generally; authority of annual meeting to elect to provide additional transportation]

[Section 121.54\(9\)\(a\)](#)

[mandate to have a district plan for areas of unusual hazard; procedures for filing and review of the plan by the county sheriff and DPI]

[Section 121.54\(9\)\(am\)](#)

[complaints by aggrieved persons alleging an area of unusual hazard exists that has not been identified by the district]

[Section 121.54\(9\)\(b\)](#)

[aggrieved persons may request the state superintendent to conduct a hearing on a district plan or plan amendment]

Wisconsin Administrative Code

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[Ch. PI 1](#) [submission and processing of complaints and appeals to the state superintendent]
[Ch. PI 7](#) [state regulatory definition of unusually hazardous areas]

Cross References:

Adoption Date:

Purpose

District staff members are expected to conduct themselves in a manner that promotes the health, safety, and wellbeing of students, including by establishing and maintaining role-appropriate communicative, physical, emotional, and social boundaries in their interactions with students. This requires every staff member to consistently exercise sound judgment that is context dependent and that gives due consideration to the staff member's District-assigned role and responsibilities.

As applied to communication that occurs between District staff members and any student(s), the general expectations outlined in the previous paragraph mean that staff members are expected to communicate with students in an appropriate manner, which encompasses (1) the content of the communication and (2) the method of communication (e.g., the means, timing, location, and other relevant characteristics of the communication). This policy establishes certain standards for appropriate staff-student communications that occur when a staff member is interacting with a student in the staff member's District-authorized capacity.

Whether a communication occurs in a staff member's District-authorized capacity is determined based on the totality of the circumstances and is not limited to any specific hours of the day. For example, a District employee can be acting in such capacity when the reason(s) for or other circumstances of the communication arise directly from the employee's District-assigned responsibilities, even though the communication occurs outside of established school hours, outside of the employee's regular work hours, or both.

For purposes of this Policy, staff members include District employees and District-authorized volunteers (i.e., an individual who has been approved by the District to provide volunteer services for the benefit of the District in one or more specified capacities). As determined by applicable contractual agreements or pursuant to District discretion permitted and exercised under a specific contract, this Policy may also be applied to certain independent contractors or to the employees of a contracted service provider.

Appropriate and Inappropriate Content of Communications

In addition to the basic expectation that the content of communication between a staff member and one or more students that occurs in the staff member's District-authorized capacity will not violate any applicable law, District policy, or express supervisory directive, the following are general standards for **appropriate content** for such communications:

- The communication has a legitimate educational, programmatic, safety, or supervisory purpose that is reasonably grounded in the staff member's District-assigned role and responsibilities.
- The staff member's communication to the student(s) is respectful in its substantive message and tone.
- The communication is consistent with the staff member's role as an authority figure who is demonstrating due regard for the safety and welfare of the student(s) and maintaining role-appropriate boundaries in the staff member's interactions with the student(s).

- To the extent implicated by the specific situation, the communication is within the reasonable scope of the professional competencies that are part of the staff member's District-assigned role and responsibilities.
- The communication is age-appropriate for the relevant student(s).
- The communication reasonably responds to an emergency situation.

The standards listed above are established with the recognition and understanding that (1) context-specific circumstances will be relevant to the application of the standards (i.e., not every standard will apply, or apply equally, to every staff-student interaction; some communication may be as simple and brief as showing a basic social courtesy); and (2) not all communication between staff and students will be excessively formal. For example, used in appropriate contexts, informal conversations and good-natured humor serve a legitimate purpose in District programs and activities.

Without attempting to be exhaustive of all possible examples and without restricting supervisors and administrators who have relevant oversight authority from establishing additional rules and directives related to appropriate and inappropriate content, the **content** of communication between a District staff member and a student when the staff member is acting in the staff member's District-authorized capacity is **inappropriate** and a violation of this Policy if (1) the communication fails to meet a standard for appropriate communication (see list, above) that applies to the specific situation; and/or (2) if the content:

- Ridicules, demeans, or threatens a student.
- Would be viewed by a reasonable supervisor, administrator, or other District official with relevant oversight responsibility as communication by the staff member that:
 - Creates an intimidating, hostile, or offensive environment within a District school, program, or activity;
 - Manipulates, coerces, or grooms a student to engage in, or to consider engaging in, any inappropriate behavior;
 - Grooming includes communications that are part of any course of conduct that a reasonable person would view as conditioning, seducing, soliciting, luring, or enticing a student to engage in, inappropriate behavior;
 - Grooming can occur, for example, by exploiting a student's vulnerabilities, by creating inappropriate emotional dependence, or by normalizing or desensitizing the student to inappropriate conduct;
 - Exploits a power dynamic, such as by offering improper benefits or privileges or by inappropriately threatening to impose negative consequences in a quid quo pro posture;
 - Encourages, condones, invites, or arranges (1) any unlawful conduct; (2) any conduct that would unreasonably endanger the safety or welfare of any person; or (3) any inappropriate staff-student interaction; or
 - Expresses sexual or romantic interest in a student or makes, accepts, or encourages sexual or romantic advances involving a student.

- Outside of any legitimate curricular purpose (e.g., as part of the approved curriculum in literature, biology, health, or human growth and development):
 - Is or would be interpreted by a reasonable person as being sexualized in nature, such as by being sexually explicit or sexually suggestive;
 - Involves sexual humor or the use of sexual innuendo; or
 - Uses profanity.
- Taken in context, engages any student(s) in:
 - The sharing of information at an inappropriate level of personal or emotional intimacy, such as through a staff member's disclosure of inappropriate details of the staff member's personal life with a student.
 - Inappropriately peer-like communication that could reasonably impair the staff member's ability to be effective in the staff member's District role(s).
- Solicits or encourages secrecy or concealment in a manner that inhibits accountability for misconduct, such as by attempting to prevent inappropriate communication or inappropriate conduct from being discovered and/or addressed by persons who have a legitimate oversight interest/role (e.g., a supervisor or parent).
- To the extent not already addressed by any other example in this list, above, constitutes or occurs in the course of "immoral conduct" within the meaning of section 115.31 of the state statutes.
- Improperly discloses confidential information about any other student(s), as determined under applicable laws and District policies.

Appropriate and Inappropriate Methods of Communication

The selection of an appropriate method of communication is often routine and based on commonly-applied practices and procedures. However, particularly in non-routine situations, a staff member must consider context-dependent factors such as the timing, location, and purpose of the communication, the age(s) of the student(s), and the staff member's specific role and responsibilities.

The following standards apply to the methods that are used for communication between a District staff member and one or more students that occurs when the staff member is acting in the staff member's official, District-authorized capacity:

1. Notwithstanding any other provision of this Policy, a method of staff-student communication is **always inappropriate** and prohibited if the staff member selects or uses a means, time, or location of communication to **conceal** an inappropriate communication or inappropriate interaction from being discovered by persons who have a legitimate interest in the information or conduct (e.g., by a supervisor or by the student's parent or guardian) and/or from being subject to legitimate District oversight. The intentional destruction of or falsifying or tampering with a relevant record of a communication can constitute improper concealment.
2. A District staff member is required to implement any specific **accountability practice** that may be mandated by a District policy, an administratively-established rule, or a

supervisory directive that applies to the specific communication. In connection with staff-student communications, accountability practices are conditions or actions that are either (1) an inherent part of or (2) used in direct connection with a particular means of communication. Such practices have the purpose of promoting accountability for the staff member and/or avoiding the appearance of impropriety. Examples of **accountability practices** include copying additional recipients on a communication, using group-based communication, selecting a visible location for an in-person conversation, involving an appropriate witness to a person-to-person communication, etc.

3. Unless a supervisor or administrative official with relevant authority has given the staff member an express directive to the contrary that applies to the particular staff-student communication, the following **means of communication** are normally **appropriate** and should be considered primary channels for such communication:
 - a. In-person communication, provided that, taken in context, the communication occurs at a reasonable time and in a reasonable location.
 - b. Non-electronic, written communication.
 - c. Electronic communication that occurs by voice, video, electronic messaging, or other electronic means, if **all** of the following apply:
 - i. The staff member uses an account, application, system, or platform that the District has provided for the relevant purpose or that the District has expressly approved for use for staff-student communications in the specific context (e.g., approval by a District supervisor or administrator with relevant oversight authority).
 - ii. The staff member is an authorized user of the relevant account, application, system, or platform.
 - iii. The staff member exercises sound, context-dependent judgment regarding the timing of the staff member's communication. If desired, insert to clarify the intent: "For example, a staff member might reasonably, at any time of day, post a group message to a class within a learning management system that the staff member intends to be read the following day. However, it would be unreasonable and inappropriate for a staff member to conduct a voice or video call with a student at midnight even if the purpose of the call is to provide instructional support.
4. Subject to the limited exceptions identified below, it is **inappropriate** and a violation of this policy for a staff member to engage in electronic communication with a student if the staff member uses an (1) internet-based communications account or service (e.g., an email or social media account); (2) phone account; (3) virtual phone account; or (4) other electronic messaging, voice communication, or video communication account, application, system, or platform that is **neither** District-provided **nor** expressly District-approved for use for the specific purpose. The exceptions to the rule established by this paragraph are as follows:

- a. The staff member is addressing emergency/exigent circumstances of an imminent and reasonably serious nature, such as an imminent threat to a person's health, safety, or property, provided that the staff member (i.) limits the extent of the communication to reasonably addressing the exigent circumstances, and (ii.) promptly communicates their reliance on this exception to an appropriate supervisor or other District official with relevant oversight responsibility.
 - b. The communication is limited to a reasonably necessary safety-related contact or a brief, logistics-related communication that is time sensitive and for which no District-provided account, application, or system or specific pre-approved communication arrangement is reasonably available for the purpose. This exception might sometimes arise, for example, in connection with an activity that involves District-supervised student travel away from school grounds.
 - c. Situations in which the appropriate school principal, the District Administrator, or other supervisor or administrator with relevant oversight responsibility has granted approval for such communication for a limited purpose, including establishing a protocol for the retention of any relevant records and identifying any appropriate accountability practices the staff member will be expected to implement. No staff member may approve such an exception that applies to himself/herself.
5. Subject to the same exceptions that apply to the previous item (immediately above) and not including any large group, non-personalized messages or system-generated alerts that a student has elected to receive, it is **inappropriate** and a violation of this policy for a staff member acting in an official, District-authorized capacity to communicate with one or more students by electronically messaging the student(s) through (a.) a student's personal social media account or some other non-District personal internet account that is known to be accessed by the student; (b.) a non-District email account used by the student; or (c.) a student's personal phone account (or the equivalent, such as a personal virtual phone number).

Consequences for Inappropriate Staff-Student Communications

Staff members who communicate with a student in violation of the law, this Policy, other District policies or rules, or applicable supervisory directives, are subject to a range of disciplinary and non-disciplinary consequences that will be determined based on the District's assessment of the nature and seriousness of the violation/misconduct. Examples of possible non-disciplinary consequences include a notice of performance expectations and the provision of evaluative feedback or other performance ratings. Examples of possible disciplinary consequences include a formal reprimand, a disciplinary reassignment, an unpaid suspension, termination of a specific District-authorized role, termination of employment, and/or the termination or non-renewal of an applicable contract. Consequences may be structured with or without special conditions, such as a requirement to complete specific training or re-training.

For purposes of applying consequences under this Policy:

- A District employee shall be considered an employee under this Policy whether acting in connection with any District role(s) that the individual has as an employee or in connection with any additional role(s) the individual may have as a District volunteer.
- Unless prohibited by law, consequences for a District student who violates this Policy while serving in the capacity of a District employee or District volunteer may include school-related consequences, such as a loss of school-related privileges or, in cases of serious misconduct that meet applicable state criteria, possible expulsion from school.

As required by law or as otherwise deemed appropriate to the situation, officials, employees, or agents of the District may also refer or report matters relating to inappropriate communications (whether substantiated or alleged/suspected) to law enforcement, the Department of Public Instruction, Child Protective Services, or other governmental authorities. Nothing in this Policy alters any person's mandatory reporting obligations that are established under any law.

Definitions and Policy Application

1. In this Policy, "**student**" means an individual who is any of the following:
 - a. An individual who is enrolled in or who attends **any** public, private, or tribal school at the secondary (i.e., high school) level or lower (e.g., an elementary school), whether the school is within or outside of the District and regardless of the age of such individual.
 - b. An individual who is enrolled in or who attends a home-based private educational program, as defined under state law.
 - c. Under age 18 and a participant in any District-sponsored class, program, or activity that is offered for children and other school-age youth.
2. A student is considered a student under this Policy, rather than a District-authorized volunteer, if the student is enrolled in the District and engages in service opportunities within the District which are not generally available to non-students and during which time the student is subject to District supervision as a student.
3. If an individual is **both** a current student (as defined above) **and** a current District employee or District-authorized volunteer, then for purposes of applying this Policy, such an individual is considered a student in connection with the content of any communication that occurs between that individual and any non-student District staff member (i.e., even if the communication occurs in connection with such individual's employment or volunteer capacity).
4. For purposes of applying this Policy, a District-authorized intern or District-authorized student-teacher or other clinical, practicum, or fieldwork student shall be classified as a District-authorized volunteer unless such an individual receives a wage or salary from the District.
5. It is **not** a violation of this Policy for a District staff member to merely receive an unsolicited inappropriate communication from a student, provided that the staff

member takes prompt and reasonable steps to attempt to prevent future instances of such improper student-initiated communications, including but not limited to promptly reporting inappropriate content for administrative follow-up when warranted and to outside authorities when required by any applicable law.

Communications with Students when Not Acting in a District-Authorized Capacity

The District recognizes that there are many potential scenarios in which a District staff member may communicate or otherwise interact with a student when the staff member is **not** acting in the staff member's District-authorized capacity, including many such situations in which the staff member is instead acting in connection with a legitimate non-District relationship or other legitimate non-District social or community connection that the staff member has to the student (for example, as a parent or other relative of the student or through a non-District community organization). The standards and expectations that this Policy establishes for staff-student communications that occur when a staff member is acting in the staff member's official, District-authorized capacity do **not** directly apply to communications that occur entirely outside of that official capacity. For example, the District is in no way purporting to constrain a staff member who is a parent of a student from privately messaging their child(ren) using personal accounts.

However, and very importantly, communications and other interactions between a student and a District staff member that occur outside of the staff member's official, District authorized capacity are subject to the limitation that where there is a sufficient nexus between the circumstances surrounding the staff member's conduct and the staff member's District-authorized role(s) and responsibilities, the District may still impose lawful consequences for the conduct. For example, the District often retains evaluative, remedial, and potentially disciplinary interests in such conduct if the conduct (1) unreasonably harms or endangers the health, safety, welfare, or property of any person; (2) undermines a staff member's ability to be effective in his/her District role(s); (3) is disruptive to District operations, programs, or activities; (4) jeopardizes the District's educational mission; (5) is contrary to a lawful supervisory directive; or (6) is unlawful.

Administrative Responsibility under this Policy

The District Administrator and other supervisors and administrative officials with relevant oversight authority are authorized to (1) develop and provide further guidance for staff members regarding the application of this Policy; (2) identify additional examples of inappropriate and prohibited content in staff-student communications; (3) identify additional methods of communication that are deemed District-authorized and appropriate; (4) expressly direct specific staff members to not engage in specific staff-student communications or to not use particular methods of communication that, in the absence of such a directive, would normally be considered appropriate; (5) establish requirements for the use of specific accountability practices; (6) make decisions regarding possible exceptions as authorized by the Policy; and (7) issue other rules or directives related to staff-student communications, which may be more restrictive than this Policy.

The District Administrator or an administrative-level designee is responsible for ensuring that the District takes reasonable steps to make District staff members aware of this Policy.

STAFF COMMUNICATIONS WITH STUDENTS

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Legal References:

Wisconsin Statutes

[Section 48.981](#)

[mandatory reporting of child abuse and neglect]

[Section 115.31](#)

[requirements to report certain substantiated or suspected misconduct by school district employees to the Department of Public Instruction]

[Section 118.07\(6\)](#)

[requirement to immediately notify pupil's parent or guardian of sexual misconduct by a school staff member and other potential victimization affecting the parent's or guardian's child]

[Section 118.07\(7\)](#)

[requirement to adopt policy on appropriate communication between an employee or volunteer and students; related training mandate]

[Section 175.32](#)

[mandatory reporting of threats of school violence]

[Section 948.072](#)

[crime of grooming a child for sexual activity]

[Section 948.098](#)

[crime of sexual misconduct by a school staff person or volunteer]

[Section 995.55](#)

[limitations on district access to personal Internet accounts of employees and students]

Federal Laws

[47 U.S.C. §§254\(h\) and 254\(l\)](#) [Children's Internet Protection Act (CIPA); implementing regulations at [47 C.F.R. §54.520](#)]

Cross References:

Adoption Date:

The District shall provide access to an education for employment program, which serves as an umbrella for a variety of inter-related initiatives that address individualized learning, academic and career planning, career and technical education, and college and career readiness. Under state law, the program must minimally incorporate all of the following:

- Guidance and counseling services
- College preparation
- Technical preparation programs designed to gain advanced standing in a technical college district's associate degree program
- A youth apprenticeship program or other job training and work experience opportunities
- Instruction in skills relating to employment
- Applied curricula

As part of its education for employment program, the District shall provide age and developmentally-appropriate academic and career planning services, along with related information and opportunities, to students in grades 6 to 12 with the intent and purpose of:

- Increasing student engagement with school and learning by actively involving students in setting goals and planning for their own futures;
- Increasing students' self-awareness of their own strengths and interests;
- Increasing students' awareness of and preparation for different postsecondary options, including postsecondary education and training that leads to careers;
- Providing individualized support, appropriate to the student's needs, such that all students have appropriate access to academic and career planning services, including but not limited to students with disabilities, English learners, at-risk students, gifted and talented students, students who are in alternative programs or who have other program or curriculum modifications, and students who have transferred between different schools or programs.

The District's education for employment program shall be guided by a long-range program plan that is developed, monitored, and updated if deemed appropriate under the primary direction and supervision of the school counselor, with the participation and input of District staff and community stakeholders, as further designated by the school counselor.

The school counselor is responsible for ensuring that the District's long-range program plan, any recommended revisions to the plan, and an annual report reviewing the plan, plan-related goals, and program implementation are timely presented to the School Board for action or informational purposes, as appropriate. The school counselor shall also have oversight responsibility regarding the District's overall compliance with statutory and regulatory requirements that relate to the District's long-range education for employment plan and the implementation of the District's education for employment program.

Legal References:

Wisconsin Statutes

Section 106.07	[high school seniors in apprenticeship programs]
Section 106.13	[state-sponsored youth apprenticeship program]
Section 115.28(59)	[academic and career planning requirements]
Section 118.34	[technical preparation programs]
Section 118.56	[special work-based learning programs for grades 9-12]
Section 121.02(1)(L)2	[required introductory instruction in career exploration and planning]
Section 121.02(1)(m)	[school district standard; education for employment program]

Wisconsin Administrative Code

PI 8.01(2)(L)5	[required introductory instruction in career exploration and planning]
Chapter PI 26	[education for employment plans and programs]

Federal Laws

20 U.S.C. §6312(b)	[Title I plan requirements related to effective student transitions, integration of academic and career and technical education content, and work-based learning opportunities]
20 U.S.C. Chapter 44	[career and technical education funding and programs under federal law; includes local plan requirement for recipients of funding]
34 C.F.R. Appendix B to Part 100	[Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs; includes nondiscrimination provisions and related annual notice requirements]

Cross References:

Adoption Date:

PROGRAM AND CURRICULUM MODIFICATIONS FOR INDIVIDUAL STUDENTS

Policy 342.6

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As further provided under state law, any student's parent or guardian, or the student if the parent or guardian is notified, may submit a written request asking the District to approve and provide the student with program or curriculum modifications, including but not limited to the following:

1. Modifications within the student's current academic program.
2. A school-facilitated work training or work study program.
3. Homebound study, including District-approved correspondence courses, tutoring provided by the District, or other courses of study approved by the District.
4. Enrollment in any alternative public school or program located in the District.
5. Enrollment in any public educational program located outside the District, which may include enrollment pursuant to a contractual agreement between school districts.
6. Enrollment in a qualifying nonsectarian private school or program, or tribal school, located in the District under a contractual tuition agreement as further provided in state law.

The District retains discretion to approve or deny program and curriculum modifications requested under this policy to the extent permitted under applicable laws. The District Administrator or the Director of Curriculum and Instruction, or an administrative-level designee, may approve or deny such requests on behalf of the District. In the alternative, the administration may elect to refer a pending request to the School Board for an initial disposition (e.g., when the administration determines that the request has significant financial or operational implications for the District).

Any initial decision made by the Board or by a designee of the Board in response to a parent-initiated or student-initiated request for a program or curriculum modification under this policy shall be reviewed (or reconsidered) by the Board upon the request of the student's parent or guardian (or upon the request of an adult student, if applicable).

In addition to parent-initiated and student-initiated requests for a program or curriculum modification:

1. The District may approve and implement a discretionary program or curriculum modification for an individual student following a District-initiated referral and a District determination such modification would be appropriate for the student, provided that the District obtains consent for the modification from the student's parent or guardian (or from an adult student) whenever such consent is required by any applicable law.
2. Where required by law in certain situations involving a child's truancy, the District shall include consideration of possible program or curriculum modifications in connection with educational counseling that is offered to address the child's truancy.

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Legal References:

Wisconsin Statutes

Section 115.28(7)(e)	[alternative education programs]
Section 118.15	[compulsory attendance, generally]
Section 118.15(1)(a)	[authorized exceptions to compulsory attendance requirements]
Section 118.15(1)(d) to (e)	[requests for discretionary program and curriculum modifications for individual students]
Section 118.15(1)(f)	[requirement to provide annual notice to parents and students]
Section 118.16(5)(b)	[required consideration of program and curriculum modifications in connection with attempts to resolve a child's truancy]
Section 118.33	[high school graduation requirements]
Section 121.78(5)	[contracts and payment of tuition by school districts for certain alternative placements made for approved program and curriculum modifications]
Section 938.20(2)(f)3	[required consideration of program and curriculum modifications in connection with attempts to resolve a child's truancy]

Wisconsin Administrative Code

PI 18.04	[programs for high school graduation to accommodate students with exceptional educational interests, needs, or requirements]
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Cross References:

Former Policy 3175

Adoption Date:

PROCEDURES FOR REQUESTING PROGRAM OR CURRICULUM MODIFICATIONS FOR INDIVIDUAL STUDENTS

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Procedures for Making and Processing Requests for a Program or Curriculum Modification

The following procedures apply to parent-initiated and student-initiated requests for program or curriculum modifications for individual students that are submitted and processed under section 118.15(1)(d) of the state statutes:

1. A request for program or curriculum modifications shall be submitted in writing either to the principal of the student's school, the Director of Curriculum and Instruction, or the District Administrator. The request shall be submitted as far in advance of the preferred implementation date as is practicable and reasonable under the circumstances, keeping in mind that the timing of the request relative to its complexity and relative to the intended implementation date are among the factors that may be considered in approving or denying the request.
2. Upon receiving a written request for program or curriculum modifications under Board policy, the administration may work with the family to clarify the request, to identify and better understand the relevant circumstances and the reasons for the request, and/or to identify specific options and alternatives.
 - a. If the request has been submitted by a student who is not an adult, then before any program or curriculum modification is approved and implemented, the District shall verify that the student's parent or guardian has been notified of the request.
 - b. In some situations, such a request may be redirected to, or may lead to referrals to, other processes and programs. For example, a student may be referred for an evaluation of a possible disability or for possible participation in the District's offerings for students who are identified as gifted in a particular area. Similarly, a request to enroll in another public school district may be redirected to the open enrollment program.
3. When evaluating and responding to a request for a program or curriculum modification for a student under this policy, the District shall consider the requirements of and interactions among other potentially-applicable laws. For example:
 - a. Neither the procedures for requesting and reviewing requests for program or curriculum modifications or any related policies are intended to (1) add to or subtract from the authority of an individualized education program (IEP) team for student with a disability; or (2) modify other legal rights and obligations under the special education laws. Where applicable, a student's IEP team may need to be convened following a request for a program or curriculum modification.
 - b. To the extent a modification request involves a request to provide a program for high school graduation to accommodate a student with exceptional educational interests, needs, or requirements, the District may need to pursue or verify approval of the program by the State Superintendent of Public Instruction.

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4. The District (i.e., the School Board or its designee) shall approve or deny the request, in writing, no later than the applicable deadline established in state law. If the District denies the request, the District shall identify the reason(s) for the denial.
 - a. If the request relates to a child who has been evaluated by an IEP team and who has not been recommended for special education, then the District shall render its decision within 30 days of the request.
 - b. In all other cases, state law requires the District to render its initial disposition of the request within 90 days.
5. A student's parent or guardian, or an adult student, may appeal the District's initial disposition of a request for program or curriculum modifications to the School Board.
 - a. A request for Board review (or reconsideration) of the initial decision shall be made in writing, addressed to the attention of the District Administrator and the Board, and mailed or delivered to the Office of the District Administrator.
 - b. The Board will render a determination of the appeal and, upon request, provide written notice of the Board's final decision to the family.

Annual Notice

At the beginning of the school term in each school year, the District shall notify parents, guardians, and students of their right to request individualized program or curriculum modifications, to have such requests evaluated and either approved or denied by the District, and to appeal the District's initial determination of the request to the Board.

Considerations Used by the Administration to Evaluate a Requested Modification

When the administration is reviewing a request for a discretionary program or curriculum modification, it may evaluate any or all the following factors and considerations, to the extent deemed applicable to the particular request:

1. Whether the request was made on a reasonably timely basis, including whether the request was timely relative to its complexity and relative to the intended implementation date.
2. The extent to which the District has approved similar requests in the past, and the extent to which the District would be reasonably able and willing to consider approving similar requests for other similarly-situated students in the future.
3. Whether the request seeks participation in, is appropriate for, and meets applicable minimum requirements for an established program or educational option within the District.
4. The cost of the proposed modification to the District.

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5. The extent to which the student has demonstrated unique educational needs, requirements, or interests that justify the requested modification.
6. The extent to which the District could reasonably approve the specific request, as well as similar requests from other similarly-situated students, without substantially detracting from the integrity of the District's overall educational program.
7. The manner and extent to which the requested modification departs from, or is consistent with, the District's established policies, curricular standards, and learning goals.
8. The burden that implementing the requested modification would place on District staff.
9. The availability of alternatives that are also likely to reasonably address the student's relevant needs or interests, including alternatives that might be less restrictive or less costly.
10. The extent to which the District already offers other programs, services, and processes for pursuing the particular request or the relevant needs or interests, including whether the requestor has already pursued, or reasonably could pursue, or reasonably could have pursued any such alternatives.
11. If the student has experienced recent truancy, whether the modification is reasonably likely to resolve the child's truancy.
12. If the student is in high school or entering the high school grades, the extent to which the proposed modification would allow the student to make appropriate progress toward meeting the requirements for high school graduation.

The factors and considerations listed above are provided as guidance for administrators. The list is not exclusive of the totality of the circumstances that may be relevant to evaluating a particular request. In addition, the applicable factors and considerations listed above may be given different weight in different individual circumstances.

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- A. **CONTENT OF RECORDS** - 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, records necessary for and available only to persons involved in the psychological treatment of a student, records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student, and law enforcement unit records.
1. **Progress records** maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance record.
 2. **Behavioral records** maintained by the school include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records.
 - a. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.
 - b. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
 - c. **"Physical health records"** include basic health information about a student, including

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the student's immunization records, the student's emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

- d. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above. Any record that is required to be treated as a patient health care record is subject to different disclosure and confidentiality requirements than other behavioral records.
- 3. **Directory data** are those student records designated in the District's student directory data policy 347.1 – Student Directory Data.
- B. CONFIDENTIALITY** - All student records are confidential, subject to (1) the following exceptions, (2) any other disclosures of student records that may be mandated by state or federal law, and (3) any more specific restrictions on disclosure that are imposed by a state or federal law that protects specific records to a greater extent than provided under these procedures:
 - 1. **Release of Student Records to Students and Parents or Guardians**
 - a. A student or the parent or guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
 - b. To the extent authorized by state and federal law, an adult student or the parent or guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
 - c. To the extent authorized by state and federal law, a parent shall have access to a student's school records regardless of whether the parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child as ordered by the court.
 - d. Personally identifiable information from an adult student's records may be disclosed to the student's parent(s) or guardian(s), without the adult student's written consent, if the adult student is a dependent of his/her parent(s) or guardian(s) under the Internal Revenue Code. However, disclosure under this paragraph shall not be made when an adult student has informed the school, in writing, that the information may not be disclosed.

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2. Access to Student Records (Other than Patient Health Care Records) by School Officials

- a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a law enforcement officer(s) who is individually designated by the Board and assigned to the District, a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
- c. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
- d. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under special education laws.

3. Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) to Others

- a. Student records shall be disclosed at the request or order of a court. The District will make a reasonable effort to notify a parent or guardian of a court order for disclosure of student records prior to complying with the order except when (1) a parent or guardian is a party to a court proceeding involving child abuse and

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neglect or dependency matters and the order is issued in the context of such a proceeding; (2) the court order itself prohibits such notice; (3) or any applicable law prohibits disclosure of the order to the parent or guardian.

- b. If school attendance is a condition of a student's court dispositional order under state law, the District shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.
- c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent or guardian shall be notified of that disclosure as soon as practicable after the disclosure.
- d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson; (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation; and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and (2) the parties to whom the District disclosed the information.
- f. For any purpose concerning the juvenile justice system and the system's ability to effectively serve a student, prior to adjudication:
 - (1) The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing

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investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.

- (2) The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.
- g. On request, the District may disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the Department of Children and Families, a county department under sections 46.215, 46.22 or 46.23 of the state statutes, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by the department, county department, or tribal organization to access the student's case plan.
- h. The District, when reporting a crime that may have been committed by a student with a disability, is required to ensure that copies of the student's special education and disciplinary records are provided to the law enforcement authorities to whom the District has reported the crime. However, such disclosures must be pursuant to an applicable provision for disclosure under state and federal student records law. In general, the District will consider the following: (1) whether disclosure of the records is appropriate due to the existence of a health and safety emergency; and (2) if no imminent emergency exists, whether parent or guardian consent has been obtained for the disclosure or whether some other basis exists under the state and federal student records laws.
- i. The District shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Children and Families, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under Chapter 980 of the state statutes (related to commitment of sexually violent persons), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation.
- j. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as

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determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent or guardian of a minor student in the written request.

- k. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The District will make a reasonable effort to notify a parent or guardian of the subpoena prior to complying with the subpoena except when (1) a parent or guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the subpoena is issued in the context of such a proceeding; (2) the subpoena itself prohibits such notice; (3) or any applicable law prohibits disclosure of the subpoena to the parent or guardian.
- l. Under conditions where the disclosure is permitted under both state and federal law, the District shall provide to the DPI, or another authorized federal, state, or local agency, or such an agency's authorized representative, any student record information that relates to an audit, evaluation, or any compliance or enforcement activity, that is associated with a federal or state-supported education program. In the case of disclosures to DPI, the District shall provide student records needed by the department to determine compliance with requirements under Chapters 115 to 121 of the state statutes. Student records may also be provided to the DPI for other purposes consistent with both state and federal law.
- m. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements. Summary student immunization data shall be reported. Individual student information for those students out of compliance with school immunization laws shall not be reported to the local health department or to the District Attorney without specific written parental consent for the reporting.
- n. Upon request and after obtaining written consent to the extent required by federal law, the names of students who have withdrawn from school prior to graduation to participate in a program leading to high school graduation or an equivalency diploma shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health Services, the Department of Children and Families or a county department under section 46.215, 46.22 or 46.23 of the state statutes.
- o. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under section 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s) or

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guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.

- p. The District shall provide student records necessary for purposes of open enrollment in another public school district to the extent required by law. These records may include copies of any individualized education program (IEP) that has been developed for a student with a disability and the following student discipline-related records:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - (3) The length of the term of the expulsion or the possible outcomes of the pending proceedings.

4. **Release of Patient Health Care Records**

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a District employee or agent if any of the following apply:

- a. The employee or agent has responsibility for the preparation or storage of patient health care records.
- b. Access to patient health care records is necessary to comply with a requirement in federal or state law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome—AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

5. **Release of Directory Data**

Student directory data may be disclosed only as outlined in the District's student directory data policy 347.1 – Student Directory Data. When reviewing student directory data requests, as well as when implementing other provisions of these procedures, consideration shall be given to applicable provisions of the public records law and the District's policy and procedures dealing with public records.

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6. Transfer of Records

The District shall transfer to another school (including private schools and out-of-state schools) or school district all student records relating to a specific student (including disciplinary and other behavioral records; and not including records treated as patient health care records or certain treatment records for which informed consent for disclosure has not been obtained) if it has received written notice:

- a. from an adult student or the parent or guardian of a minor student that the student intends to enroll in the other school or school district;
- b. from the other school or school district that the student has enrolled; or
- c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

The District forwards student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student records shall be transferred no later than the next working day of receiving the records transfer request.

C. MAINTENANCE, DISCLOSURE, AND DESTRUCTION OF STUDENT RECORDS

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.
2. The Director of Student Services and Special Education shall provide each building principal with procedural and other technical assistance for the purpose of ensuring the confidentiality of all student records kept at the principal's school. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The building principal or his/her qualified designee shall be present to interpret behavioral records when such a request has been made by the parent, guardian, or adult student. Upon transfer of student records to the central administrative office, the District Administrator or his/her qualified designee shall assume these duties.
3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such

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student's records, except when the request is from or the disclosure is to the following person/party:

- the parent or guardian or adult student;
 - a school official;
 - a party with written consent from the parent or guardian or adult student;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.
4. When a student ceases to be enrolled in a school operated by the District, the student's remaining student records shall be maintained as follows:
- a. Behavioral records that are identifiable to the student will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her parent or guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.
 - The District will normally request consent to maintain the behavioral records of such former students (such as students with disabilities) for the period of time that such records may be needed for program audit purposes. If the District does not obtain such consent, the District will arrange to maintain records needed for audit purposes in a manner that is not identifiable to the individual student.
 - b. Student progress records shall be maintained for a minimum of 5 years after the student graduates or ceases to be enrolled in the District, except that a student's high school transcript shall be maintained permanently.
 - c. Any request for the "directory data" of a former student will be treated according to the District's policy on "directory data," and, to the extent applicable, the District will continue to honor any valid request to opt out of the disclosure of directory information (e.g., such as the opt-out decision that was in effect when the student was last in attendance), unless such opt-out decision is appropriately rescinded.
5. The Director of Student Services and Special Education shall oversee the management of the records of students with disabilities.
- a. The District shall inform the parent(s) or guardian of a student with disabilities, or the adult student if applicable, when personally-identifiable information that was collected, maintained, or used under the Individuals with Disabilities Education Act

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(IDEA) is no longer needed to provide educational services to the child. Except for a record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed, such personally identifiable information must be destroyed at the request of the parent(s), guardian, or adult student. By submitting a timely written request, the parent, guardian, or student may elect to take possession of the personally-identifiable records in lieu of having the records destroyed.

- b. Such a notice that certain records are no longer needed to provide a child with educational services will normally be given at the time the child graduates or otherwise ceases to be enrolled in the District. As further described above, the District will also normally, at the same time, request consent to maintain particular records for the additional time period that they are needed for program audit purposes.

D. PARENT/GUARDIAN/STUDENT REQUESTS FOR AMENDMENTS OF STUDENT RECORDS

1. A parent or guardian or adult student who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent or guardian or adult student of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent or guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District

Administrator or designee. The parent or guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.

- a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
- b. The parent or guardian or adult student shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
- c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.
- d. The hearing shall be held and the parent(s) or guardian or adult student informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.

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- e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
- f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent or guardian or adult student of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing officer.

E. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Adult students or parents or guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

F. ANNUAL NOTICE

Parents, guardians and adult students shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; and (4) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

The notice shall be distributed to parents and guardians and adult students at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s) or guardian shall receive a copy of the notice at the time and place of enrollment.

G. OTHER NOTICES

In a manner consistent with the requirements of applicable law, the District shall provide parents, guardians, and adult students with notice of the District's student directory data designations and their right to opt-out of the release of such information as student directory data.

Adoption Date:

The School Board recognizes the need for and importance of appropriately maintaining the confidentiality of individually-identifiable student records throughout the record life cycle (i.e., at the points of collection, storage, use, disclosure, and destruction). Protected student records shall be available for inspection or release only with the prior approval of the student's parent or guardian (or of an adult student,) except in situations where applicable laws and regulations require or permit the inspection or release of student records without such prior approval.

The Board shall adopt a comprehensive rule to accompany this policy in order to (1) satisfy various requirements of applicable state and federal law; (2) establish specific local expectations and procedures relating to the management of student records; and (3) inform staff, students, and parents and guardians about the District's student records practices. The rule will identify practices intended to facilitate student/parent/guardian access to a student's own records and also identify circumstances under which protected student records may be disclosed without the consent of a parent, guardian, or adult student. The District shall also publish an annual student records notice in accordance with state and federal law.

The Director of Student Services & Special Education, District Administrator or other official who is given primary responsibility for ensuring compliance with student records and related laws shall have primary responsibility for ensuring that District employees and other school officials who are authorized to create, collect, maintain, use, provide access to, or destroy student records understand their duties and responsibilities as defined by applicable law, Board policy, and District procedures (including the specific confidentiality and maintenance requirements applicable to various categories of student records and other personally-identifiable records concerning students. It is essential for all District officials, employees, and agents to understand that the legal requirements and the District expectations surrounding the confidentiality of protected student records, including the limitations on disclosure of certain records and information, generally apply not only to the actual record(s) (in whatever form), but also to any verbal exchanges which improperly disclose the content of confidential records.

The Director of Student Services & Special Education, the Director of Technology, and building principals, all under the supervision of the District Administrator, shall be jointly responsible for coordinating and implementing the Board's rule that accompanies this policy and any additional administrative procedures intended to further ensure that school district employees and other authorized school officials obtain access to protected student records only when they have a legitimate educational interest in the records or where some other legitimate basis for access applies. Particularly where physical or technological access controls are not used, the administration shall periodically monitor the extent to which training, directives, and other procedures are serving as an effective means of maintaining the confidentiality of student records.

After providing an initial copy of any student record to a parent, guardian, or student at no cost, the District may charge a reasonable fee for subsequent copying and/or mailing of the same student record(s). The District shall not charge parents, guardians, or students for any costs associated with locating or retrieving the student's records. In situations where payment of any fees would effectively prevent a parent, guardian, or student from exercising their rights to inspect and review the student's records, any such fees shall be waived upon approval by the District Administrator or an administrative designee. Aside from fee waivers authorized by Board policy, any copying or postage fees that are established shall be applied consistently.

Legal References:

Wisconsin Statutes

Section 19.65	[rules of conduct; employee training; and security regarding personally-identifiable information]
Section 48.396	[law enforcement officer records]
Section 115.812(2)	[reporting information regarding specified students with disabilities to appropriate county departments]
Section 118.125	[state student records law; policies required]
Section 118.126	[privileged communications related to student alcohol and drug use]
Section 118.127	[law enforcement agency record information]
Section 118.51(8)	[full-time open enrollment; disciplinary and special education records]
Section 118.52(10)	[part-time open enrollment; disciplinary records]
Section 146.82	[confidentiality of patient health care records]
Section 146.83	[access to patient health care records]
Section 252.15	[access to HIV test results]
Section 767.41(7)	[custody and physical placement; parent access to records]
Section 938.396	[access to records; law enforcement and court records]
Section 950.08(2w)	[information provided by district attorney to schools in criminal cases]

Federal Laws

20 U.S.C. §1232(g)	[Family Educational Rights and Privacy Act, the federal student records law]
34 C.F.R. part 99	[U.S. Department of Education FERPA regulations]
34 C.F.R. part 300, subpart F	[U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]
20 U.S.C. §7908	[providing high school students' contact information to military recruiters and institutions of higher education]
10 U.S.C. §503(c)	[providing high school students' contact information to military recruiters]
42 U.S.C. §1758(b)	[heightened privacy rules for students' eligibility status and other National School Lunch Program records; see also 7 C.F.R. §245.6]

Cross References:

Former Policy 347 - Student Records
Former Policy 6500 - Student Records

Adoption Date:

In accordance with the District's designation and written notice of student directory data, the District may disclose a student's directory data to any person unless the student's parent or guardian (or adult student, if applicable) has notified the District, in writing, that any or all of the student's directory data shall not be disclosed. If an appropriate party exercises a valid opt out under this policy, then the District shall not disclose the directory data covered by the opt-out decision unless (1) an appropriate party provides advance written consent for the disclosure; or (2) the District determines that there is a separate and otherwise applicable exception to the confidentiality of the records that permits or requires such disclosure.

The District designates the following data elements from student records as "directory data":

- Student's name
- Recorded images of the student that are not being maintained by the District for a separate purpose as a behavioral record
- Student's school/grade level
- Degrees and awards received by the student
- Student's participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The name of the school most recently previously attended by the student
- Student's dates of attendance (not including daily attendance records)
- Student's date of birth
- Student's home address (For any student who is a participant in the state's address confidentiality program – the Safe at Home program, the student's home address is the Safe at Home address listed on the Safe at Home authorization card.)
- Student's telephone number

The District's designation of directory data is further defined and qualified as follows:

1. Separate and independent of the District's designation of student directory data items under this policy, federal law requires the District to provide institutions of higher education and military recruiters, upon their request, with the following contact information for high school students **unless** an eligible student or the parent or guardian of a minor student has notified the District that such information shall not be released without the prior written consent of a parent or guardian (or adult student, if applicable):
 - a. To institutions of higher education: a high school student's name, address, and telephone number.
 - b. To military recruiters: a high school student's name, address, telephone number, and electronic mail address.

The District shall notify parents and guardians of high school students (or, if applicable, an adult student) of the option to opt out of such disclosures, and the administration shall implement appropriate procedures for submitting an opt-out decision to the District.

2. Pursuant to a state law requirement, unless the student's parent or guardian (or adult student) has notified the District of his/her objection to such a disclosure of the student's directory data, the District shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under section 46.215, 46.22 or 46.23, a court of record or municipal court with

such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

3. The District may receive requests for access to student directory data from third parties that are not affiliated with the District in any way. Unless a parent, guardian or adult student has opted out of such disclosures, the District reviews such requests under applicable law, which may result in the release of student directory data in response to such requests.

Directory Data Notice and Opt-Out Decisions

The District will provide written notice of the District's designation of student directory data, opt-out rights, and opt-out procedures to parents and guardians and adult students (if applicable).

Upon a student's initial enrollment and registration in the District, upon each continuing student's initial transition into high school, and upon any student's re-enrollment following a gap in enrollment, the student's parent or guardian (or adult student, if applicable) shall be provided with a copy of the District's directory data notice and shall have 14 days to inform the school, in writing, that all or any part of the student's directory data may not be released without prior consent. During such 14-day periods, the District will avoid any release of the student's directory data that is not separately authorized or required by law.

Regarding decisions to opt out from the school's disclosure of all or any part of the directory data under this policy:

1. Using procedures established by the administration, a parent or guardian (or adult student, if applicable) may make, modify, or withdraw an opt-out decision regarding directory data at any time, but should allow for a reasonable period of time for such a decision to be processed.
2. Unless the District issues express notice to a parent, guardian, or adult student stating that a new opt-out decision is required (in which case a 14-day non-disclosure period will again apply), an opt-out decision from the disclosure of directory data under this policy will remain in effect until it is modified or withdrawn by an appropriate party.

Legal References:

Wisconsin Statutes

Section 19.65	[rules of conduct; employee training; and security regarding personally-identifiable information]
Section 118.125	[state student records law; policies required]
Section 165.68	[address confidentiality program]
Section 767.41(7)	[custody and physical placement; parent access to records]

Federal Laws

20 U.S.C. § 1232(g)	[Family Educational Rights and Privacy Act, the federal student records law]
34 C.F.R. part 99	[U.S. Department of Education FERPA regulations]

[20 U.S.C. §7908](#)

[providing high school students' contact information to military recruiters and institutions of higher education]

[10 U.S.C. §503\(c\)](#)

[providing high school students' contact information to military recruiters]

Cross References:

Adoption Date:

PARENT/GUARDIAN ANNUAL PUBLIC RECORDS NOTICE UNDER s.118.07(6)(b)

823.2-Exhibit

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Informational Notice to Parents and Guardians Regarding Access to School District Records under the Wisconsin Public Records Law

No action is required in response to this informational notice.

The School District of Three Lakes is a government "authority" that is subject to the Wisconsin Public Records Law (WPRL). The general rights that parents, guardians, and other members of the public have under the WPRL include the following (1) the right to submit a records request to a government "authority" covered by the WPRL; (2) the right to receive a response that fulfills or denies the request, whether in whole or in part; (3) the right to be informed of the reason(s) for any denial of access to records that are responsive to the request; and (4) if the request was made in writing, the right to request or directly pursue judicial review of any alleged unlawful delay or improper denial of access. Under the WPRL, existing records created or maintained by government "authorities" are presumed to be open to public inspection and copying, but there are exceptions that can result in the denial or partial denial of a request. The WPRL authorizes certain fees to be charged to requesters. See Wis. Stat. § [19.35\(3\)](#).

State law requires all school districts to provide information to parents and guardians specifically about access to records regarding school employee discipline under the WPRL. See Wis. Stat. § [118.07\(6\)\(b\)](#). The general rights described in the previous paragraph apply to requests for access to such records under the WPRL, and the District will individually evaluate requests for access to such records under the criteria and procedures established in the WPRL and in light of any other applicable laws. The WPRL neither categorically guarantees nor categorically prohibits public access to all possible records regarding employee discipline. However, requests for access to such records must often be denied prior to the disposition of an investigation into a pending matter. See, for example, § [19.36\(10\)\(b\)](#). Other limitations on disclosure may apply in specific situations. Also, if the District is going to provide access to such a record under the WPRL, the District generally must first notify the employee(s) to whom the record(s) pertain. See Wis. Stat. § [19.356\(2\)\(a\)1](#) and § [19.356\(9\)](#).

Records requests that sufficiently describe the District records being sought under the WPRL may be submitted through the main District Office to the attention of District Administrator Administrative Assistant. Additional information about access under the WPRL to records created or maintained by the School District of Three Lakes is available in the District's formal notice of its public records policies and procedures.

Additional general information about the WPRL is available in the *Wisconsin Public Records Law Compliance Guide*, which is published by the Wisconsin Department of Justice and available on the [Department's website](#). The Wisconsin Public Records Law is codified in [Subchapter II of Chapter 19](#) of the Wisconsin Statutes.

Adoption Date:

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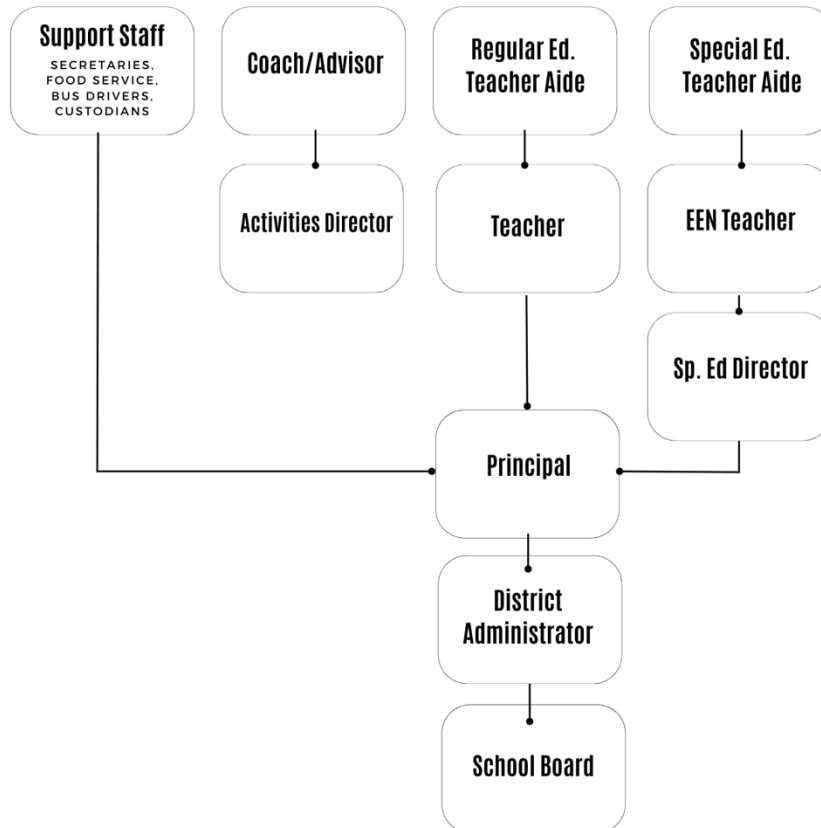
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SECTION 1: GENERAL INFORMATION

QUESTIONS/CONCERNS PROCESS

Occasionally, parents have questions or concerns regarding a school program or employee. The following is a format that may help. To start, go directly to the person who is running the program, or with whom you have the concern. You may find that you have only heard part of the story, and through communication, the concern is resolved. If it is not resolved, go to the next person in the chain of command, as indicated in the chart below, with the school board members being your last contact.



EDUCATIONAL PHILOSOPHY

Members of the Board of Education, fully aware of the public trust placed in it, and the responsibility of building “Tomorrow’s Citizens,” working toward what is best for the district and all children of the people in the district, strive toward building the best, well-rounded, educational program for this district. The fundamental purposes and duties of our school shall be to train each student, regardless of their religious, social or ethnic background, to better understand themselves and their proper relationship with society, and to assume their responsibilities as an American citizen. Constructive and competent citizenship shall be of primary importance. Since the success of any program depends to a major extent upon the support of

those directly concerned, namely; residents, taxpayers, employees, students, and School Board, every effort shall be made to acquaint them with pertinent facts and information, which is of interest and value.

MISSION STATEMENT

Teaching students to be productive citizens.

INTRODUCTION

The administration and staff of Three Lakes School District would like to take this opportunity to welcome you to our district. The information in this handbook has been compiled to help you succeed. The entire staff is here to assist you with your education.

We have wonderful School/Community Organizations here at Three Lakes (PTO) & Sugar Camp (SCO) Elementary Schools. These groups meet monthly and welcome all parents/guardians to attend and help out with activities we plan for our children. Please watch the weekly newsletters that indicate meeting times and places. We believe that it does take an entire village to educate a child, and we encourage you to take part in these organizations.

NON-DISCRIMINATION (POLICY)

The Three Lakes School Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs or activities or employment considerations. The following staff are designated to receive inquiries regarding the non-discrimination policies: Justin Szews, HS Principal/Title IX Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3321, jszews@threelakesd.k12.wi.us or Kari Volk, Special Education Director/Section 504 Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3323, kvolk@threelakesd.k12.wi.us.

NON-DISCRIMINATION COMPLAINT PROCEDURE (POLICY)

The following procedure is adopted to address complaints by any person who believes that the Three Lakes School District, or any part of the school organization, has been, or is being discriminatory, or that any student is being harassed.

1. The complainant must submit a signed, written, statement of complaint to the designated coordinator. The statement of complaint shall name the complainant; state the facts giving rise to the complaint; identify all provisions of the rules and regulations alleged to be violated; state the contention of the complainant with respect to those provisions; and indicate the relief requested. The coordinator shall investigate the complaint and reply to the complainant in writing within five (5) business days after receipt of the written complaint.
2. If the complainant wishes to appeal the decision of the coordinator, he/she may submit a signed statement of appeal to the district administrator within five business days after receipt of the coordinator's response. The district administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within 10 business days after receipt of the appeal.

3. In an attempt to resolve the complaint, the Board of Education shall meet. If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five business days of his/her receipt of the district administrator's response in Step 2. In an attempt to resolve the complaint, the board shall meet with the concerned parties and their representatives within 15 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 business days of this meeting.
4. If a complainant under Section 118.13 of the Wisconsin Statutes and PI 9 wishes to appeal a negative discrimination by the board, he/she has the right to appeal the decision to the State Superintendent within 30 days of the Board's decision. In addition, the complainant may appeal directly to the State Superintendent if he/she has not been provided with written acknowledgement of the complaint within 45 days of receipt of the complaint or if the Board has not made a determination within 90 days of the time that the written complaint was initially filed. Appeals should be addressed to: Superintendent of Public Schools, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841
5. If a complainant under federal law wishes to appeal a negative determination, he/she may file a complaint with the federal government at the following address: Office of Civil Rights, U.S. Department of Education, 300 S. Wacker Dr. 8th Floor, Chicago, IL 60606.

LEGAL REFERENCES: 118.13 Wisconsin

State Statute; P1 9 of the Wisconsin

Administrative Code; Title IX, Education Amendments of 1972; Title VI, Civil Rights 1 Act of 1964; Section 504, Rehabilitation Act of 1973

ABSENCES/ANTICIPATED ABSENCES

When an absence is necessary, your parent/guardian is asked to **notify the school office by 9 AM** on the day of the absence and indicate the reason for the absence. When a student will miss **more than three** consecutive school days for family vacation, etc. an anticipated absence form must be completed, preferably one week prior to the absence. These slips are available in the office. Students should sign-in/sign-out if they do not arrive or leave with the rest of the students. It is important that any notes sent by parents (upcoming absences, medical appointments, leaving early, etc.) be sent to the office. The office will keep the originals and send copies to appropriate classrooms.

ACCIDENTS/INSURANCE

Every accident in the school building, on the school grounds, at practice sessions, or any athletic event sponsored by the school, must be reported immediately to the person in charge and to the school office. Three Lakes School District provides accident insurance for students injured during attendance when school is in session or participation in an extracurricular activity. This insurance policy is a supplemental plan and only takes effect after the parent's insurance policy.

ADULT SCHOOL VISITORS

We welcome and encourage parents/guardians to visit the school and their children's classrooms. Any individual visiting the school for any reason must first report to the school office, sign in, and pick up a visitor's pass. If it is necessary to speak with a student or teacher directly, office personnel will make the necessary arrangements. Teacher or room visitations may be arranged either by directly contacting the teacher or requesting an appointment through the principal's office. During lunch, parents/guardians are welcome to sign in at the office and eat with their child/children. For safety reasons, during recess and other unstructured times, parents/guardians are not permitted to participate with their child/children.

ANNOUNCEMENTS

The announcements for the day are read over the intercom at the beginning of the school day.

ATTENDANCE (POLICY)

All students are required by law to be in attendance at school each day that school is officially in session. The only absences that can legitimately be excused are for personal or family illness or injury, observance of certain religious holidays, death in the immediate family, court appearance, or medical or dental appointments that cannot be arranged outside of school hours. There are also extraordinary situations where the principal may deem it appropriate to grant an **excused** absence. A note or call from a parent or guardian is required before an absence will be recorded as **excused**. In cases of habitual absences, written excuses will be required.

An **unexcused** absence will be recorded for any reason other than listed previously. A student will be identified as truant if he or she is absent from school without an acceptable excuse under State Statute 118.15 and 118.16 (4) for part or all of any day on which school is held during a school semester. According to State Statute 118.163 which deals with municipal truancy; a county, city, village, or town may enact an ordinance prohibiting a person under 18 years of age from being truant. The ordinance shall provide the following disposition: (b) A forfeiture of not more than \$50 plus cost for a first violation, or a forfeiture of not more than \$100 plus costs for a 2nd or subsequent violation committed within 12 months of the previous violation, subject to State Statute 938.37 and subject to a maximum cumulative forfeiture amount of not more than \$500 for all violations committed during a school semester. All or part of the forfeiture plus costs may be assessed against the person, the parents, or guardians of the person, or both.

The ordinance according to State Statute 118.16 that deals with habitual truancy, a **habitual truant** means a pupil who "is absent from school without an acceptable excuse under sub. (4) and State Statute 118.15 for part or all of five or more days on which school is held during a school semester." Students may be disciplined for unexcused absences, and if absences continue, the student may be referred to Social Services and/or law enforcement officials. The teacher will not be required to assist the pupil in making up lost or missed work.

Students participating in practices, rehearsals, etc. are to be in attendance at least one-half day in order to participate in their activity. Situations beyond a student's control shall be considered.

When a child has been absent 15 days, inclusive as to days defined in State Statute 118.15(3) (c), for whatever reason, the child will be subjected to stricter guidelines as to what is an excused absence (policy). A letter will be sent to the parent/guardian informing him/her that further absence on the part of their child will require a doctor's excuse for medical absences, including non-emergency medical appointments. Illnesses in the immediate family will not be excused and family trips will not be excused. In emergencies, documented evidence will give the principal discretion in enforcing this policy.

Attendance Enforcement (POLICY)

The school building principal shall enforce school district attendance policies via the following means:

1. Not later than the end of the second day after receiving a report of unexcused absence, contact the parent or guardian by personal service, mail, or telephone call of which a written record is kept. Such a person shall be notified that the child is to return to school no later than the next day or a legal excuse is necessary.
2. In the event of further truancy, meet or attempt to meet with the child's parent or guardian to discuss the child's truancy.
3. Provide an opportunity for educational counseling to the child to determine whether a change in curriculum would resolve the child's truancy; or have considered curriculum modification provided for by law.
4. Evaluate the child to determine whether learning problems may be the cause of the child's truancy, and if so, placement of child in the appropriate district program to overcome learning problems.
5. Conduct an evaluation to determine whether social problems may be the cause of the child's truancy, and, if so, have taken the appropriate action or make appropriate referrals to overcome said problems.
6. When a child has been absent 15 days, for whatever reason, the child will be subjected to stricter guidelines as to what is an excused absence:
 1. A letter will be sent by regular mail to the parent or guardian informing them that further absences on the part of their child will require a doctor's excuse for medical absences, including non-emergency medical appointments
 2. Illnesses in the immediate family will not be excused, and family trips will not be excused.
 3. In emergencies, documented social services and/or law evidence will give the principal discretion in enforcing this policy.
 4. Students will be issued Discipline Notices for unexcused absence, and if absences continue, the attendance officer will follow the enforcement of attendance steps outlined in the student handbook, and may refer the child to enforcement officials.

LEGAL REFERENCES: Section 118.15 Wisconsin Statutes.

LEGAL EXCUSE (POLICY)

Regular and punctual attendance is one of the essentials for school success as well as being one of the most significant factors considered by prospective employers when evaluating school records. Whenever it is necessary for a pupil to be absent from school the parent or guardian must notify the school administration, in writing, of the reason for the absence. The excuse must indicate the days or dates of absence and be signed by the parent or guardian.

The building principal/attendance officer is empowered to approve a legal excuse to any pupil or the following reasons:

1. Bona fide religious holiday with three school days' notice.
2. A showing that the child is not in the proper physical or mental conditions to attend school or an educational program. The District may request the parent or guardian of the child to obtain a written statement from a physician, licensed psychologist, licensed chiropractor, or Christian Science practitioner as proof of the physical and mental condition of the child. Such excuse shall be in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
3. Non-emergency medical appointments with three school days' notice.
4. A death in the immediate family.
5. An illness in the immediate family that requires the attendance of the student only during the period of time in which such attendance is required.
6. A court appearance or other legal procedure that requires the attendance of the students with three school days' notice.
7. Quarantine as imposed by the public health officer.
8. Transportation delay beyond the control of the student.
9. Inclement weather when school is not closed.
10. Other emergencies that prevent attendance, which are generally defined as an Act of God or other circumstances beyond the control of the student, which prevents school attendance, in the discretion of the building principal. (Shopping trips, hair appointments, etc. are not excused absences, except in extreme emergencies, which will be cleared through the principal.)
11. A bona fide suspension/expulsion pursuant to Section 120.13, WI Stats.
12. The school board of Three Lakes recognizes that this being a resort area, many parents do not get a chance to take a vacation during the summer months. This being the case, some families plan activities at other times during the school year. Activities done with parents can be a rewarding educational experience. However, discretion should be used on the length of time the student is withdrawn from school so as not to impede their education. Families that find it necessary to take their children out of school for vacations must obtain an anticipated absence form from the principal one week before the event. The student will be responsible for getting all assignments and make up all tests missed during their absence from school.
13. Other good cause as shown in advance to the building principal.

Students may ride bicycles to school. Bicycles must be parked in the racks provided. Students are asked to use extreme caution when entering and leaving school grounds.

BOOKS LOST OR DAMAGED

Payment for books and other materials that are lost or damaged by students will be based on the cost of replacement.

CHAPERONES

Teachers may request chaperones for field trips when needed. In those instances, the classroom teacher will send out communication making the request and include the number of chaperones that are needed. Parents, or other responsible legal adults in a student's household, who wish to volunteer may submit their names for consideration. The teacher will select the needed number of chaperones from those volunteers. It is important to note that chaperones who accompany student groups have the expectation to assist educational staff and supervise students.

COMPUTER USE

Use of the school district computers is a privilege. Any changes and/or damages to equipment, peripherals, or software programs will be considered an act of vandalism and may result in fines, suspensions, and/or prosecution.

CO-CURRICULAR STANDARDS

Students will be expected to sign and follow a Co-Curricular Contract to participate in all activities.

DIRECTORY DATA

The School District designates the following personally identifiable information contained in a student's education record as "directory information" and may disclose that information without prior written consent.

- The student's name.
- The student's grade in school.
- The student's participation in recognized activities and sports.
- The student's weight and height if a member of the athletic team.
- The student's dates of attendance.
- The student's photograph.
- The student's achievement and awards.
- The student's address and telephone number.

Within the first three weeks of each school year, the school district shall publish in the official district newspaper the above directory information list. For students enrolling after the notice is published, the list shall be given to the student's parents or the eligible student at the time and place of enrollment. After notification either from the publication or upon enrollment the parent or eligible student shall have two weeks to advise the school district in writing (a letter to the district administrator's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

FIRE DRILLS

Law requires fire drills at regular intervals during the school year, which is an important safety precaution. A fire evacuation plan is posted in each room. Teachers will review the plan with students and become familiar with it.

When the fire alarm sounds, students will immediately begin to evacuate the building, following the prescribed route. Running is not permitted. The first student to reach an outside door is to hold it open until all have left the building.

Students are to remain quiet during a fire drill and are to remain at least 50 feet away from the building until the signal is given to re-enter. Periodically, other emergency evacuation drills will be conducted. Specific directions will be given then.

HARASSMENT (POLICY)

The Three Lakes School District supports an educational environment that is free of harassment, bullying or intimidation of any form. It is therefore the policy of the district that neither students nor employees will be allowed to engage in any form of harassment, bullying or intimidation toward any person.

Harassment, bullying or intimidation can arise from a broad range of physical or verbal behavior that can include, but is not limited to the following: aggressive or hostile behavior that is intentional that involves an imbalance of power between the bully and the bullied, and is typically repeated over time; physical or verbal assaults; non-verbal or emotional threats or intimidation; social exclusion and isolation; extortion; the use of a computer or telecommunication to send embarrassing, slanderous, threatening, or intimidating messages; teasing, putdowns, name-calling, cruel rumors; false accusations; and hazing; victimization that is not necessarily a result of or part of an ongoing conflict; physical or mental abuse; racial insults, ethnic slurs, religious slurs; unwelcome sexual advances or touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient, or cause the recipient discomfort, humiliation, or interfere with the recipient's academic performance. It is the responsibility of administrators, staff members, and all students to ensure that these prohibited activities do not occur and are reported to an administrator.

Any person who believes he/she has been the subject of prohibited harassment/bullying shall report the matter to the high school principal, in accordance with established complaint procedures for harassment/bullying. There shall be no retaliation against any person who files a complaint under this policy. All complaints shall be investigated in a timely manner.

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

The administration and staff will inform students that the Three Lakes School District does not tolerate harassment/bullying in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. This policy will be distributed annually to all enrolled students and their parents or guardians. The policy will be provided to any person who requests it and the complaint procedure will be made available to any students or parent/guardian wishing to file a complaint.

LEGAL REFERENCES: Section 118.13 and 118.46 Wisconsin Statutes; P1 9, Wisconsin Administrative Code
Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972

HOMEWORK

Some guidelines seem appropriate to assure consistency in the assignment of homework. First, it is important to define what homework is and to identify the purpose of homework.

Homework can be defined as work that a student did not have time to complete during the regular school day or as an assignment given to a student to be completed outside the regular school hours. Aside from completing work started during the school day, there are four main purposes for homework: practice, preparation, extension, or creativity.

Assignments involving practice help students' master specific skills. Preparation helps students gain the maximum benefit from future lessons by having them do background reading, collect material, etc. Extension assignments determine whether a student can transfer specific skills or concepts to new situations. Homework involving creativity requires students to integrate skills and concepts to produce original responses (e.g. book reports, essays)

One of the main values for assigning homework is to encourage and measure the development of self-discipline and independent work habits. In the elementary grades, the early stages of homework usually involve a lot of parent/child interaction as the student gradually moves toward independence. It is important for each family to determine the time and place for children to do homework. A regular nightly routine will eliminate ongoing conflict. Students should be expected to do some type of homework every night along with time for pleasure reading.

It is important for teachers to recognize that homework ought not to be used as a discipline measure, and that homework ought to be evaluated in some manner or used in a follow-up lesson.

When students are absent from school because of illness or family vacation, there may be extra work needed to catch up.

The elementary faculty will try to be sensitive to their student's evening classes and special events, which make time or homework unavailable. However, because of the large number of after-school activities, such as church groups, boy/girl scouts, sports, etc. it is nearly impossible to only assign homework on a non-activity night.

Your child is given time in class to work on much of their homework. However, if your child is spending more than the recommended time on homework in the evening, a conference with your child's teacher would be very appropriate.

HOT LUNCH PROGRAM

The food service program serves breakfast and lunch to students on a daily basis. The daily fee for breakfast and lunch, along with milk prices, will be published at the beginning of the school year. Student lunch accounts are expected to have a positive balance. When a student's account reaches a negative balance,

notification will be given. The district maintains a “no charge policy” for negative balances where students may still eat a meal. Lunch funds may be added to a student’s account only with a credit card online through Infinite Campus.

HOURS OF OPERATION SUGAR CAMP

Sugar Camp Elementary School consists of students in grades 4-yr-old kindergarten through sixth. Morning supervision begins at 7:45 am. Students should not be dropped off prior to 7:45 am, as there is no supervision. Classes start at 8:05 am and all students are expected to be in the classrooms, ready to begin. School ends at 3:30 pm. **For security reasons: Parents must check in the office and wear a visible visitor’s pass in order to be in the hallways.** Students are expected to leave the building within 15 minutes after dismissal unless they are under the direction of an adult or at a supervised activity. Loitering after school hours will not be allowed. Office hours are 7:30 am - 4 pm.

HOURS OF OPERATION THREE LAKES

Three Lakes Elementary School consists of students in grades Early Childhood through sixth. The doors open at 8 am each day with classes starting at 8:10 am, and school ends at 3:15 pm. There is supervision starting at 7:45 am in the commons area if needed; parents should contact the office for instructions if students need to be in the building before 8 am. **For security reasons: Parents must check in the office and wear a visible visitor’s pass in order to be in the hallways.** Students are expected to leave the building within 15 minutes after dismissal unless they are under the direction of an adult or at a supervised activity. Loitering after school hours will not be allowed. Office hours are 7:30 am - 4 pm.

ILLNESSES

Students becoming ill during the school day should let their instructor know so that the office can contact the parent/guardian/emergency contacts.

Students should remain home if they have a fever of 100.4°F or higher, vomiting, diarrhea, or any illness that prevents them from participating comfortably in school. Students with a fever or vomiting may return after being symptom-free for at least 24 hours without the use of fever-reducing or symptom-controlling medication. Students with contagious illnesses (such as strep throat, diarrhea, chickenpox, or other communicable diseases) should follow the exclusion and return-to-school recommendations of their healthcare provider and the local health department. School officials will follow guidance from the Oneida County Health Department and the Wisconsin Department of Health Services when determining exclusion and return-to-school requirements.

IMMUNIZATIONS

Students are required by law to keep current with their immunizations. A list of required immunizations will be distributed to all students who are behind schedule and to new students when registering.

INSTRUCTIONAL MEDIA CENTER

The IMC is open daily from 8 am to 3:15 pm. Books may be checked out for two weeks in grades 4-6, and one week in grades K-3. Children are encouraged to check books out on their own and/or with their classroom teacher.

LOCKERS (POLICY)

Student lockers are the property of the school district and are provided to students for the purpose of affording them a safe place to keep legitimate personal belongings as well as school property assigned to them for their educational use.

The school district does not provide students with lockers for illicit use in harboring pilfered or stolen property, harmful and /or illegal substances, objects considered to be dangerous to oneself or to others.

Being charged with the responsibility for the proper management and welfare of the student body, the Board of Education authorizes the school administration to inspect lockers if there is suspicion that the locker or lockers are being used for other than legitimate reasons as explained above. The administration may, but is not required to, obtain the student's permission if there is reasonable suspicion that the locker has illegal contents.

MATH ADVANCED PLACEMENT

CRITERIA FOR ADVANCED MATH PLACEMENT

What: As students progress through the Three Lakes and Sugar Camp mathematics program, some begin to acquire math concepts and processes more quickly than others. In some instances, the needs of these students can be met by accelerating their study of mathematics, allowing them to engage with more complex concepts sooner than students who might benefit from the traditional amount of time and instruction. After differentiation has been implemented, teachers, administrators, parents and students may decide that an advanced math placement may be appropriate. Prior to making the decision for advanced placement, parents should be aware of critical information as there are benefits and drawbacks of making the decision to accelerate.

Who/When: Students in 5th through 8th grade are eligible for consideration.

Where: Students may take the advanced level math class in the current classroom utilizing appropriate technology or they may be placed in the classroom where the advanced math is taught. This will be determined to best meet the needs of the student.

Why: The advanced math program is designed to meet the individual needs of the students in their current grade level as well as allowing students to engage in upper level math courses during their high school career.

How:

- The student regularly scores in the highest level on universal screener/Forward testing.
- Math grades must be an A from previous year.
- Course level math assessment must be completed.
- Students must demonstrate strong work habits and be highly motivated, with minimal late work. Students are expected to complete their level classroom work and work independently on ALEKS.
- Students must demonstrate the ability to work independently.
- Continual progress monitoring will ensure a successful placement.

PROGRESSION OF CLASSES WITH THIS PROGRAM

Path 1 (A traditional pathway of advanced math study could look like this)

- Grade 7 — Math 8/Pre-Algebra
- Grade 8 — Algebra 1 in the HS classroom
- Grade 9 — Geometry
- Grade 10 — Algebra 2
- Grade 11 — Pre-Calculus (or other post Algebra 2 math)
- Grade 12 — Calculus (optional)

Path 2

- Grade 7 — Math 8 and Algebra 1
- Grade 8 — Geometry
- Grade 9 — Algebra 2
- Grade 10 — Pre-Calculus
- Grade 11 — Calculus OR college calculus via Start College Now
- Grade 12 — Optional college level math via start college now

ALEKS Program (Elementary Teacher)

- 6th Grade equivalent in ALEKS- “Middle School Math Course 1”
- 7th Grade equivalent in ALEKS- “Middle School Math Course 2” With increase Integer and Fractions units
- 8th Grade equivalent in ALEKS- “Middle School Math Course 3”

Requirements in ALEKS

- 6th Grade students will complete 90 percent of the “Middle school math course Level 1” (6th grade) in the first semester of their 6th grade year. They will then need to complete the “Middle School Math Course 2” the second semester of their 6th grade year. This class also needs to be completed to 90 percent and students must finish with a knowledge check, also at the 90 percent level.
- Students who wish to go further (into 8th grade) or start earlier (5th grade) will also follow this pattern of 90 percent completion and a 90 percent on their final knowledge check.

High School Credit

- Algebra taken in junior high does not count toward the three math credits required for high school graduation. It will count as a high school elective credit, which means students still have to take three math credits in high school.
- The goal of an advanced placement in math is to have the opportunity to take higher-level math courses, such as calculus, while still in high school. The accelerated pathway is not a way for you to complete your high school math credits early to open up your schedule for other classes. Instead, it is an opportunity for you to pursue your interest in math by challenging yourself with more advanced topics.

PHOTOGRAPHY/IMAGES

The district uses photographs of students to display positive activities and events that are happening at the school. These photos may be used in multiple formats that include public spaces, both paper and online. The district does not identify students in photos without parental permission. If a parent does not want a child's image used in photos or videos, contact the elementary office to obtain and complete an opt-out form.

PHYSICAL EDUCATION

A pair of non-marking gym shoes is required for gym class. A note from your parent or guardian must be presented to the physical education teacher if you cannot participate in a physical education class; a written excuse from a physician is required if you cannot participate for a week or more.

PROGRESS REPORTS/REPORT CARDS

Teachers will contact parents via telephone, email, etc. if a student's work is at the failing point or when the work is considerably below the level of expectation. Report cards will be sent home with students at the end of each quarter. Parents may check the grades of students in 3rd-6th grade three at any time through Infinite Campus. Automatic reporting via email is also available through Infinite Campus.

PUPIL INTERVIEWS (POLICY)

Individual pupils may not be interviewed by any person, except a certified employee of the Board of Education, without approval of the principal or administrator. The principal or administrator shall not grant such interviews unless he/she deems it essential to the welfare of the child, in the best interest of the district, or unless required to do so by court order. Police may interview students regarding matters concerning the school district, with the principal, administrator or their representative present. Parents/guardians will be contacted following a police interview. Police may interview students regarding matters that do not concern the school district, only with the permission of parents, and with the principal, administrator, or their representative present.

RECESS

It is assumed that if a child is well enough to attend school, the student is well enough to participate in recess. Students are expected to go outside for all recesses. Doctor excuses will be honored for students needing to stay in for medical reasons.

RETENTION

In grades K-6, the Three Lakes School District reserves the right to retain a student in a given grade if it feels it is in the best interest of the child. Notification of possible retention will be sent to the parent/guardian on or before the end of the third nine-week period. A parent/guardian who contests a decision that would pass or retain their son or daughter must follow the procedure outlined in board policy.

RETENTION CRITERIA PROCEDURE

Academic Performance

For Grades 4K through 2, one or more of the following criteria will be considered for retention:

- Fails to meet benchmarks in core subjects: Reading, Math, Language Arts

For Grade 3 to 4

- Promotion or retention from third grade to fourth grade is determined in compliance with State of Wisconsin law. Please see Three Lakes School District Policy 345.41 for specific promotion and retention criteria.

For Grades 4 through 6, one or more of the following criteria will be considered for retention:

- A grade point average less than 1.67 in core subjects: Reading, Math, Language Arts
- Score basic or below basic on Forward Exam in two or more subjects
- Assessment scores on district-wide assessments (i.e. aimswebPlus, Fastbridge, STAR, MAP, PALS, etc.) one year lower than current placement in school in two or more core subjects

Behavioral Performance

For grades 4K through 6, one or more of the following criteria will be considered for retention:

- Fails to show emotional growth and level, consistent with grade placement
- Fails to show social skills growth and level, consistent with current grade placement

Other Criteria

Modifications made, interventions, birth date, study skills, portfolio work, effort/attitude, IEP goals and reports from outside agencies, teacher/parent recommendation

Retention Committee

The Retention Committee will make recommendations/decisions regarding retention. Committee members will include the following: Principal, ~~Dean of Students~~, School Counselor, and current teacher(s). The Pupil Services Director and case manager(s) will be included for students with IEPs. Recommendations will be based on, but not limited to, the criteria regarding academic performance, behavioral performance and other criteria as defined in this document.

SODA/MILK/JUICE

Parents are asked not to send soda with students for lunch. In keeping with healthy practices promoted in our lunch program, juice or milk is preferred.

School Counseling

The Counselor's major function is to offer counseling services that assist students in deriving the maximum benefit from their education. Each student is helped to pursue their own development as an individual and as a member of the Three Lakes school system. Counseling is available to all students who want professional assistance with educational, vocational or personal matters. The student will be directed to information that will help him/her in such matters as learning about vocations, educational requirements, and improving school performance. Counseling is most effective if students know that information discussed with the counselor is held in confidence. Records are kept only to aid the student. Information is not released without the student's personal consent. The only exception to this rule would be in the event of a threat to himself/herself or others. Students are encouraged to visit the counselor at their convenience. At the elementary levels, the school counselor delivers a universal curriculum in the classroom and also assists students in small group and individual settings.

STUDENT VISITORS

Any student who wishes to bring a visitor to the Three Lakes School District must comply with the following requirements:

- The student visitor must be enrolled as a student in grades K-12 in another district.
- Contact must be made between the visiting student's school district and an administrator in the Three Lakes School District to authorize the visit not less than two days before the date of the visit.
- Student visitors will receive authorization for no more than one day per school year and no student shall host more than one visitor on any school day.
- The host student shall be responsible for informing the visitor of all rules and policies to be followed while in our school. The visiting student must accompany the host to all their classes during the visit.
- The Principal/Attending Officer may deny the request for student visitation if, after conferring with the other district administration, it appears the visit would not be conducive to the learning environment of the district.

TARDIES

Students need to be in their classrooms before the start of the school day. If you are not in the classroom, you will be considered tardy and will need to report to the office.

TELEPHONE CALLS

Students must have permission from their classroom teacher to go to the office to request use of the telephone for necessary parent phone calls.

VIDEO CAMERAS

Three Lakes School District utilizes video surveillance equipment in its facilities.

WEAPONS (POLICY)

No one shall possess, use, or store a weapon or look-alike weapon in or on school property, school vehicles, or at school-related activities. A dangerous weapon may include any object that, by the manner in which it is used or intended to be used, is capable of inflicting harm or could pretend to be capable of inflicting bodily harm or endangering the health and safety of students or staff. Ammunition and explosives are included within the weapons category. Exceptions include:

1. Weapons under control of law enforcement personnel.
2. Weapons properly registered and handled during community use of school facilities.
3. Theatrical props used in appropriate settings.
4. Starter pistols used in appropriate sporting events.
5. Items pre-approved by the building principal as part of a class, activity, or individual presentation under adult supervision. (Firearms together with ammunition will never be approved as part of a presentation.)

Weapons or look-alike weapons confiscated from a student shall be reported to parents/guardians and to law enforcement officials. Disciplinary measures may include immediate suspension and referral to the School Board for expulsion from school according to the Gun Free Schools Act.

SECTION 2: SCHOOL RULES

It is the responsibility of each student to be familiar with these rules and follow them in school, on school grounds, on school buses, and at school activities. Ignorance of these rules is not a valid reason for noncompliance.

SCHOOL CODE OF CONDUCT

The Three Lakes School District is committed to maintaining an educational atmosphere of excellence. The district recognizes and accepts its responsibility to be committed to the maintenance of a positive learning environment through its support of decisions made by administrators and teachers and establish adequate funding for the process and implementation of the Code of School Conduct.

The educational staff must use their training, experience, and authority to create safe schools and classes where effective learning is possible.

Students are expected to behave in a manner which does not interfere with effective teaching and student participation during daily learning activities. Students are expected to come to school ready, willing and prepared to learn. Students are expected to be responsible, to abide by all rules of behavior and accept the consequences for their actions.

It is the recognized responsibility of parents to be aware of their children's activities, performance and behavior in school. Parents must be involved and cooperate with school officials to address behaviors that interfere with the maintenance of a safe, productive, learning environment.

Student behavior that is dangerous, disruptive, and unruly, or interferes with the teacher's ability to teach effectively, will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. In addition, the student may be subject to disciplinary action in accordance with established Board of Education policies, school rules, and municipal ordinances and state/federal laws and regulations. Removal from class under the Code does not prohibit the district from pursuing or implementing other disciplinary measures, including, but not limited to, detention, suspension, or expulsion, for the conduct for which the student was removed.

For the purposes of definition, a **teacher** means a person holding a license, or permit, issued by the state superintendent whose employment by the school district requires that he or she hold that license, or permit.

A **class** is a meeting of students in a learning situation under the supervision of a teacher.

A **teacher of a class** means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in, or oversee the class.

This School Code of Conduct applies to all students in grades 4K-6.

GENERAL SCHOOL RULES

- Students are expected to be ready and prepared for class.
- Keep hands and feet to yourself. Respect others and their property.
- Talking, sound effects, and other behaviors that prevent others from learning are not allowed.
- Running on sidewalks and through the school is not allowed.
- Don't litter – Be proud of YOUR school and help keep it neat and clean.
- Appropriate shoes and shirts **MUST** be worn at all times. Sandals will not be allowed for gym.
- Candy/gum is allowed only with teacher permission and not in the hallways or on the playground.
- No horseplay, rock throwing or dangerous play allowed on the school grounds. Use the equipment in a safe manner and in the way it was designed to be used.
- Quiet and orderly conduct is required when moving around the school.
- No inappropriate physical contact.
- Students are not to leave school grounds during the day for any reason unless a parent checks them out or they have written parental permission to leave.
- Students are not to capture the image of a person with any device on school premises and/or use/share it without permission
- The cafeteria and buses have their own set of rules and regulations. Students are expected to follow them.

ALCOHOL AND CONTROLLED SUBSTANCES (DRUGS)

A student shall not possess, use, or be under the influence of alcohol or controlled substances (drugs), or prescription or non-prescription medication unless with written parental permission. (Medication must be kept in the office.)

AUDITORIUM BEHAVIOR

- No food or drink is allowed.
- Sit in your classroom/designated area.
- Keep feet off of other seats.
- Show respect for the Pledge of Allegiance, National Anthem, etc. by standing and remaining quiet.
- When the MC asks for attention, all movement and talking will stop immediately.
- Show respect to all guests, performers and fellow students.
- There will be no whistling, cat calls, etc., during the program.
- No one is to leave during an assembly, except for an emergency.
- Students will be dismissed by grade at the conclusion of the assembly.

BUS TRANSPORTATION RULES/CONSEQUENCES

The driver shall be responsible for safety, health, and discipline on their bus. All drivers shall report any misconduct to the building principal. The principal will notify the parents of the pupil regarding the discipline referral. They may suspend a student's busing privilege until reinstatement has been agreed upon by the driver, the parent, and the administrator. Continued misconduct, or misconduct that seriously jeopardizes the safety of their students, will require the parent to appear before the Board of Education before reinstatement of the bus privilege is authorized. During suspension periods, parents are responsible for transportation of their child.

A bus driver is not to physically handle a student, unless it is necessary to restrain a student in order to protect the student from causing bodily harm to himself/herself or another person. If a driver determines that a student's conduct poses a safety hazard, and that student fails to obey the driver, the driver may stop the bus and contact law enforcement or the school administration for assistance in removing the student from the bus. A driver is never to put a child off the bus in route, unless the child is being turned over to law enforcement officers or a school administrator.

Bus drivers will enforce the following rules:

- Be on time for the bus. Buses will wait a maximum of two minutes beyond the regular scheduled time at any stop for a child. This does not mean the bus must wait every day for any particular child.
- If there is no sidewalk or path, it is recommended that you walk on the side of the road facing traffic to get to the bus stop. Stay off the road at all times while waiting for the bus. Wait until the bus comes to a complete stop before attempting to enter the bus. Do not rush to get on the bus.
- When you must cross the front of the bus, be sure to stay a safe distance away from the bus so that you are in the driver's visibility range.

- When boarding the bus, go to your assigned seat in the bus without disturbing or crowding other pupils. The bus shall not move until all riders are seated. Do not stand, or extend your head, arms, or hands out of windows, or move about, or attempt to leave the bus while it is in motion.
- The rear doors are not to be used except in an emergency.
- Rules regarding controlled substances apply to all school transportation.
- Students are to help keep the bus clean, sanitary, and orderly. Damage done to the bus, or bus equipment by a student, will be paid for by that student.
- When leaving the bus, remain seated until the bus comes to a complete stop.
- The bus driver shall not require, or allow any passenger to stand while the vehicle is in motion.
- Students are to remain in the bus in case of a road emergency, unless directed to do otherwise by the bus driver.
- The bus driver is responsible for controlling the bus riders. Students must obey bus driver assistants, or chaperones, promptly.
- Bus drivers are encouraged to assign students to their seats, filling the bus from front to rear.
- Students are not to leave the bus to transfer to cars or be dropped off at another student's stop, without a written permission slip from their parents, verified by the principal or their designee. Once a student boards the bus in the morning, they are expected to stay on the bus all the way to school, and likewise on the way home from school.
- Students will not be permitted to ride a bus run that they are not normally scheduled to ride on, without a written request from their parents and authorization from the office. This permission should be approved at least one day prior to the date of the request.
- Students shall follow all of the behavioral rules in the student handbook while on the bus.
- Pupils who persist in failing to cooperate in observing these rules will be considered hazardous to the welfare of the other students and will be denied bus transportation.

Consequences for misbehavior on the bus may include, but is not limited to the following:

- Letters of apology.
- Recess detentions.
- Conference between student and principal.
- Bus riding privileges are suspended from one to multiple days.
- Conference between student, parent, bus driver, principal, and Transportation Director.
- Referral to Three Lakes School District Board of Education for long-term suspension of riding privileges.

CAFETERIA BEHAVIOR

- Food is to be eaten, not thrown or abused. Do not take food from others against their will.
- Students are asked to stay seated at their table until excused by their teacher.
- Please use appropriate manners and a quiet voice in the cafeteria.
- Students are expected to clean up their area.
- Students are asked not to enter the doorway into the food line until the student in front of them has moved to the tray slide.
- Students are to discard all paper products and food waste and sort their silverware.

- No food should be taken from the cafeteria, unless approved by the teacher.

CARE OF SCHOOL AND OTHERS' PROPERTY

No student may steal, deface, damage, or destroy another person's property or public property. This includes all acts, which Wisconsin Statutes (laws) define as crimes.

CLASSROOM BEHAVIOR

Students are to follow the policies and procedures established by the individual teacher. Behavior that interferes with the opportunity for other students to learn will not be tolerated.

DANGEROUS STUDENT BEHAVIOR

Fighting, physical assaults, physical abuse, severe verbal intimidation, verbal abuse, or any dangerous behaviors are not allowed. This includes all acts, which Wisconsin Statutes (laws) define as crimes.

DANGEROUS WEAPONS

No one shall possess a dangerous weapon or look-alike weapon (gun, knife, razor, karate stick, or any other object by the manner in which it is used or intended to be used, is capable of inflicting bodily harm) on school premises.

DISCIPLINE INTERVENTION

Student discipline is tracked using school software to note tendencies and patterns of misbehavior. The action taken on an incident is based upon the severity of the incident and the individual's past history. Consistency and fairness are the most important aspects of dealing with student discipline. As a student begins to compile a large number of incidents, the discipline will become more severe. Parents/guardians are informed of discipline incidents that reach the principal's office.

Consequences for misbehavior may include, but are not limited to the following:

- Student conference with student and teacher and/or principal and student.
- Activity, recesses, and/or lunch detention.
- In-school suspension for part or all of a day with parent notification.
- Suspension for up to three days with parent notification.
- Parent conference with principal, student, parents, and appropriate school personnel.
- Referral to police.
- Conference with principal, student, parents, appropriate school personnel, and/or outside agencies.
- Suspension up to 15 days in accordance with State Statute.
- Recommendation for expulsion made to the Three Lakes School Board.
- Legal procedures as outlined by Wisconsin Statute 120.13 will be followed.

Parent involvement and cooperation are essential in any discipline situation. Three Lakes School District welcomes parents to school to meet with staff and discuss issues of concern.

DISCIPLINE PROCEDURES

The teacher or the adult in charge handles the majority of student discipline at the classroom level. The principal handles continual misbehavior or an incident that requires immediate attention. Student discipline handled by the principal falls into two basic categories:

- A referral from an adult staff member who has already attempted some type of intervention to correct the misbehavior. These include classroom consequences and parental contact.
- A referral that requires immediate attention or is of a major issue. These include, but are not limited to, fighting, chemical abuse issues, weapons, total defiance, and complete class disruption.

DISTRIBUTING/DISPLAYING MATERIALS

Permission of the school administrator(s) is required before students may distribute or display material from sources outside of the school. Teachers/advisors may approve in-school material for display.

DRESS CODE

Responsibility for the personal appearance of students enrolled at Three Lakes and Sugar Camp Elementary Schools shall normally rest with the students themselves and their parents/guardians. Student dress or grooming shall not, however, affect the health and safety of students or disrupt the learning process within the classroom or school.

In order to assure a healthy and safe school environment for students, the following student dress code guidelines will be enforced:

- During the school day, caps/hats, bandanas, head coverings and jackets shall be taken off and placed in the students' lockers after entering the building. No shoes with rollerblades are allowed.
- No student shall be permitted to wear any clothing or accessories that contain pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, promotion of gambling, illegal drugs, and/or gangs. Students wearing inappropriate shirts/pants, etc. will change into "clean" shirts/pants, etc. available in the office. Their inappropriate clothing will be kept and returned to the parent.
- Clothing that disrupts the learning process within the classroom or school will not be allowed. (torn and/or revealing clothing - no spaghetti-strapped tops or dresses, shorty-tops, etc.)
- Exceptions may be granted by the administration for medical and/or religious reasons.

ELECTRONIC DEVICES

Using and/or possessing audio players, electronic paging devices, handheld video games, laser pointers, or two-way electronic telecommunication devices, cell phones, etc., is prohibited unless approved by classroom teachers for use in their classrooms. (Further exceptions may be given for the use or possession of such devices by a student if it is determined that the device is used or possessed for medical, school, educational, vocational or other legitimate use.) Cell phones that are carried to school must remain off and

in lockers while school is in session. Audio listening devices may be used on school buses with headphones if approved by the bus driver, provided they are stored in school lockers during school hours.

NUISANCE ITEMS

Students shall not bring to school articles that interfere with the educational process (hazardous items, squirt guns, toys, etc.).

FALSE FIRE ALARMS OR THREATS

Students will not set off false fire alarms, make false threats, or false 911 calls.

GAMBLING

Students are not permitted to gamble in school or at any school sponsored/supervised activity.

HALLS

Never run in the halls. Keep to the right and keep your hands to yourself. Proceed directly to your destination. Loud, boisterous conduct is out of place in the halls at all times.

HANDS-OFF POLICY

Students should refrain from displays of affection since they are not appropriate at school.

LANGUAGE

Written or spoken profanity, obscene language, obscene gestures, and harassment are not permitted (see School Board policy on harassment).

LEWD AND LASCIVIOUS BEHAVIOR

State law prohibits certain parts of the human body to be exposed to the public eye. At all times, students shall remain fully clothed in the proper attire for the activity in which they are involved. Students will not be allowed to wear shirts that expose the navel area or spaghetti-strapped tank tops.

MAKE-UP

We discourage the use of makeup and anything excessive will be brought to the student and parent's attention.

PLAYGROUND RULES

- For the safety of all children, students must remain in areas designated for their age level.
- Students will be courteous, and use appropriate language and gestures at all times.
- Students will not throw any objects that could injure others such as sand, rocks, snow, ice, etc.
- There will be no tackling or pushing games allowed.

- Students are expected to use the equipment in the manner for which it was made.
- Students will not hang on basketball hoops.
- Students will not use hard balls.
- Use slides safely, sliding on your posterior, no walking up or down the slide.
- After recess, students will return to their classroom by following the designated route.
- Students will dress appropriately for the weather. In winter, all students must wear hats, coats, gloves/mittens, boots, and snow pants.
- The supervisor will determine inside recess based on administration-established weather parameters and playground conditions.
- For safety reasons, students should not tunnel in the snow.
- Students should not play on the ice or icy equipment. Students must have ice skates to skate on the ice skating rink.

PYROTECHNIC (FIRE) DEVICES

Students may not possess or use any pyrotechnic devices (firecrackers, sparklers, smoke bombs, matches, cigarette lighters, etc.) or look-alike devices, or ignite a fire within a school building or on school property.

REFUSAL TO OBEY OR DEFIANCE OF SCHOOL PERSONNEL

Courteous behavior is required of all students. Defiance of (refusal to obey) school personnel is not permitted. Students must stop and identify themselves upon the request of any staff member. Every student is expected to comply with reasonable direction or request of a staff member.

TOBACCO

School policy and state law prohibits minors from purchasing, being in possession of, and/or using tobacco products, vaping devices, vaping juice/oil, and/or electronic cigarettes. Look-alike products are not allowed at school. Those who violate this rule must surrender these items to the proper school authorities.

USE OF TECHNOLOGY AGREEMENT

The availability of technology in the school district relies upon the proper conduct of users. Guidelines are provided here so that students and their parents or guardians are aware of the responsibilities that accompany the privilege of using technology. First, it is important to note that school district employees are responsible for supervising students who use technology. To assist with this responsibility, the school district provides an internet screening service so students are generally not able to access inappropriate sites.

Guidelines for Use of Technology

Appropriate use. The use of school computers must be consistent with the educational objectives of the School District of Three Lakes. Accessing or transmitting materials that are obscene or sexually explicit is prohibited. If a student happens upon an area that is pornographic in nature (either language or graphics) the student must immediately log out of that area. Use of chat rooms is generally not consistent with our

district's objectives, and therefore is not allowed without teacher permission. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable. Any user who receives unwelcome communications should immediately bring them to the attention of a teacher.

Transmission of materials. Transmission of any material in violation of a U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.

Avoid offensive or inflammatory speech. Users shall abide by the rules of network etiquette. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the network by other users.

Taking responsibility for one's messages. Anonymity is not allowed on the network. Individuals must take responsibility for their actions and works on an education network. All e-mail and messages must be signed with the student's full name. Impersonation is not permitted; pseudonyms are not allowed. However, for their own safety, users should NOT send any photos, personal addresses, or phone numbers without first checking with their parents/teachers. Users will never agree to get together with someone they "meet" online without first checking with their parents/teacher.

Adhering to the rules of copyright. All communications and information accessible via the network should be assumed to be private property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, authors' permission may need to be obtained before materials may be used.

E-mail restrictions. Students needing access to email at school must correspond through either a school provided and monitored email account or a classroom teacher's account. Use of non-school provided email is prohibited without administrative approval.

Authorized Downloads. Students are only allowed to download materials needed for their classes. No .exe or .zip files should be downloaded without teacher/administrator permission. (This applies to games, music, and video files, too.)

Unauthorized Access. Attempts to gain unauthorized access to system programs or computer equipment are prohibited.

Theft/Vandalism. Theft or vandalism to school technology equipment, data, software, or systems is prohibited.

Penalties for noncompliance:

1. Restriction or revocation of privileges; restitution for damages
2. Suspension or expulsion under 120.13 (1) (b) and (C) Wis. Stat
3. Criminal sanctions under #947.0125, Wis. Stat. for threatening, intimidating, abusive or harassing messages sent to another electronic mail or other computerized communication system.

SECTION 3: SPECIAL EDUCATION REFERRAL PROCESS

The school district must locate, identify and evaluate all resident children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disabilities. The school district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the district and who have not graduated from high school. Upon request, the school district will screen any resident child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting: Director of Special Education, Three Lakes School District, 6930 West School Street, Three Lakes, WI 54562.

The district conducts monthly child find screenings for children ages 3 years, 0 months to 5 years, 11 months. Child find screenings are comprehensive in nature and address several domains of development, including language/communication, cognition and general knowledge, motor development, and problem solving. The screening results are reviewed with parents and recommendations are given for next steps, along with suggestions for follow-up activities. Parents learn about community services available to them through conversations with the school staff conducting the screening. The information from the screening is also used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believes a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education Program (IEP) team. To schedule a screening, parents should contact the Three Lakes Elementary office at 715-546-3323 (for children ages 3-5 who are a Three Lakes School District resident, but not enrolled).

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parents that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability. Others who reasonably believe a child is a child with a disability may also refer the child to the school district in which the child resides. A referral of a child residing in the Three Lakes School District may be sent to the Director of Special Education at the school district address mentioned above.

School District of Three Lakes 2025-2026

SCHOOL BOARD MEMBERS

Elisha Williams	President
Stacey Klein	Vice President
Josh Kral	Clerk
Mitch Ellis	Treasurer
Brian Fritz	Member

SCHOOL ADMINISTRATION AND STAFF

Teri Maney	District Administrator
Nikki Maney	DA/BOE Administrative Assistant/District SIS Data Specialist
Steve Gruszynski	Sugar Camp Elementary Principal & Director of Curriculum/Technology
Marc Busko	Three Lakes PK-8 Principal
Justin Szews	Three Lakes High School Principal
Kari Volk	School Psychologist & Director of Special Education/Pupil Services
Jen West	Communications Director
Caleb Kleinhans	School Business Manager
Michele Brown	Financial Assistant – Business Office
Angie Schulz	Administrative Assistant – Sugar Camp Elementary
Katie Pitlik	Administrative Assistant – Three Lakes Elementary
Shannon Votis	Administrative Assistant – Business Office
Ann Ellis	Administrative Assistant – High School Office
Lisa Wales	Administrative Assistant – School Counselor & 6-12 Activities

INSTRUCTIONAL STAFF

4K	Melinda Statz (TL)	Katy Rose (SC)
Kindergarten	Jaime Bock (TL)	Julie Stefonik (SC)
First	Katie Diorio (TL)	Kaylee McRae (SC)
Second	Jessica Kirby (TL) & Janele Dupuis (TL)	Susan Schmidt (SC)
Third	Kyleigh Strzok & Michole Hegeman (TL)	Eric Strzok (SC)
Fourth	Jody Kalata (TL) Elizabeth Running (TL)	Marcus Kral (SC)
Fifth	Jeff Waltz (TL)	Kara Miller (SC)
Sixth	Staci Volkmann (TL)	Katie Bauknecht (SC)
Cristin Opall	Elementary School Counselor	
Art	Erin Wallschlaeger (TL/SC)	
Physical Education	Charlie Volk (TL/SC) Zoe Quade (TL/SC)	
Music	Jessica Westfall (TL/SC)	
Band/Music	Justin Lindgren (TL/SC)	
Speech and Language	Kellie Wedig (TL/SC)	
SLP/EC/DHH	Maddie Volkmann (TL)	
SPED/Cross Cat.	Wendy Walker (TL) Nicole Lewis (TL)	Erica Lane (SC)
Reading Specialist	Amy Johnson (TL/SC)	
Interventionist	Dianna Blicharz (TL)	Patty Adams (SC)

Handbook Acknowledgment



NOTE: This acknowledgement must be returned to the principal's office within one week of the start of school. Failure to do so may result in loss of co-curricular and computer privileges and a discipline notice.

We, the undersigned, have read and understand the contents of the Student Handbook.

Student _____ Grade _____

Parent/Guardian _____ Date _____

THREE LAKES SCHOOL DISTRICT

JUNIOR HIGH HIGH SCHOOL HANDBOOK



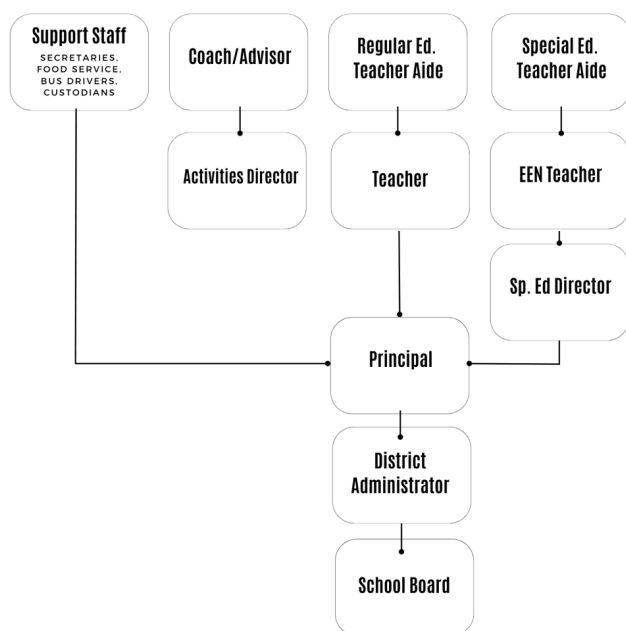
6930 WEST SCHOOL ST., THREE LAKES WI 545662 | WWW.THREELAKESD.K12.WI.US

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QUESTIONS/CONCERNS PROCESS

Occasionally, parents have questions or concerns regarding a school program or employee. The following is a format that may help. To start, go directly to the person who is running the program, or with whom you have the concern. You may find that you have only heard part of the story, and through communication, the concern is resolved. If it is not resolved, go to the next person in the chain of command, as indicated in the chart below, with the school board members being your last contact.



EDUCATIONAL PHILOSOPHY

Members of the Board of Education, fully aware of the public trust placed in it, and the responsibility of building "Tomorrow's Citizens," working toward what is best for the district and all children of the people in the district, strive toward building the best, well-rounded, educational program for this district. The fundamental purposes and duties of our school shall be to train each student, regardless of their religious, social or ethnic background, to better understand themselves and their proper relationship with society, and to assume their responsibilities as an American citizen. Constructive and competent citizenship shall be of primary importance. Since the success of any program depends to a major extent upon the support of those directly concerned, namely; residents, taxpayers, employees, students, and School Board, every effort shall be made to acquaint them with pertinent facts and information, which is of interest and value.

MISSION STATEMENT

Teaching students to be productive citizens.

INTRODUCTION

Students at Three Lakes School are ultimately responsible for the quality of the education they receive in preparation for graduation. In order for all students to have a well-rounded educational experience each individual student must contribute to their greatest capability. This is true whether we are referencing classroom participation or co-curricular activities. The Board of Education, faculty, staff and student body at Three Lakes School are all members of the educational team. The student body has the largest membership on that team; therefore, the level at which the students carry out their responsibilities will have the greatest overall impact on how the team performs. The faculty and staff are dedicated to providing an environment in which students can acquire the best possible educational experiences. They realize that students will have to draw upon their educational experience at Three Lakes Junior/Senior High School to meet their future professional and personal challenges. Whether or not Three Lakes Junior/Senior High School is a great school depends on whether you, the students, are able to accept your responsibilities and make your best contribution to your educational experience. This handbook contains the minimum requirements that are expected of each student at Three Lakes High School and furtherance of our goal to make this a great school. Please take the time to read this handbook and refer to it when necessary. Let us all accept our responsibility and make the commitment necessary to make this a great school.

NON-DISCRIMINATION POLICY

The School District of Three Lakes is committed to equal education opportunities for all students in the district. It is the policy of the School District of Three Lakes, pursuant to s.118.13, Wis. Stats., and PI9, that no person, on the basis of gender sex, race, national origin, ancestry, creed, color, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability shall be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity. 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 (handicap). It shall be the responsibility of the District Administrator, serving as the designated employee, to examine existing policies and develop new policies where needed to ensure that the School District of Three Lakes does not discriminate pursuant to federal and state law. The District Administrator, as the designated employee, shall ensure that an employee is designated annually to receive complaints filed under s.118.13, Wis. Stats., PI9, Wis. Admin. Code, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with s.118.13, Wis. Stats. is completed every five years under PI9, Wis. Admin. Code and submit Form PI-1197 to the Department of Public Instruction annually. The district encourages informal resolution of complaints under this Policy. A formal complaint resolution procedure is available; however, to address allegations of violations of the Policy in the School District of Three Lakes. Any questions concerning s.118.13, Wis. Stats., should be directed to: Teri Maney, District Administrator, School District of Three Lakes, 6930 West School Street, Three Lakes, WI 54562, (715) 546-3496.

The Three Lakes School Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs or activities or employment considerations. The following staff are designated to receive inquiries regarding the non-discrimination policies: Justin Szews, HS Principal/Title IX Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3321, jszews@threelakesd.k12.wi.us or Kari Volk, Special Education Director/Section 504 Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3323, kvolk@threelakesd.k12.wi.us.

SCHOOL WEBSITE and INFINITE CAMPUS LINK: www.threelakesd.k12.wi.us

ACADEMIC INFORMATION

ACADEMIC ACHIEVEMENT AWARDS

The Academic Awards Program was implemented during the 1997-1998 school year to showcase the district's impressive pool of scholars. Academic points are assigned to each student throughout their academic career based on their semester grade point average. These points are then tallied up and the corresponding awards are given to our 9-11 students at the Fall Academic Banquet and our seniors at their Spring Graduation Ceremony. The award criteria are as follows: Semester GPAs will earn the designated point totals.

- 4.0 - 3.667 = 3 points
- 3.666 - 3.334 = 2 points
- 3.333 – 3.0 = 1 point

A student accumulation:

- 6 points will receive an academic letter.
- 12 points will add a bronze medal.
- 18 points will add a silver star.
- 24 points will receive an engraved plaque

ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP

Three Lakes District shall annually designate an academic scholar, for purposes of the Wisconsin Academic Excellence Higher Education Scholarship. The scholar shall be the senior with the highest grade point average (GPA) at the end of the first semester of their senior year. The scholar shall be named in accordance with timelines required by law. The GPA shall be determined in accordance with established Board policy. Students may compete for the scholarship in their senior year of high school.

To be eligible for the scholarship, students must attend Three Lakes High School full time for at least three complete consecutive semesters immediately prior to the awarding of the scholarship.

In order to gain senior status, students must earn the minimum number of credits specified in Board policy. The Wisconsin Academic Excellence Higher Education Scholarship recipient must be a Wisconsin resident.

If two or more seniors have the same grade point average and are otherwise eligible to be designated a scholar, a committee of high school faculty members shall select the scholarship designee using district

policy and certify, in descending rank order, those remaining seniors with the same grade point average as alternate designees.

PROCEDURES FOR SELECTING THE ACADEMIC EXCELLENCE SCHOLARSHIP DESIGNEE, AND OTHER ACADEMIC AWARDS AND HONORS IN THE EVENT OF A TIE

If two or more seniors tie for the highest grade point average, a high school committee shall select the scholarship designee and certify, in descending rank order, those remaining seniors with the same grade point average as alternate designees. The committee shall consist of Principal, Counselor, and three (3) core instructional teachers. The committee shall determine the scholarship designee and alternate(s) in rank order. The committee shall apply the following criteria in noted order:

1. The student is a U.S. Citizen or alien lawfully admitted for permanent residence and Wisconsin resident. Students must have registered with Selective Service (if applicable)
2. The student plans to attend an eligible Wisconsin college, technical college or university.
3. The student with the higher (highest) score on the American College Test (ACT), by the end of the seventh semester, shall be the district's scholarship designee. If any of the students involved have taken the exam more than once, the highest composite score received, prior to the end of the seventh semester, will be the designee.
4. If a tie still exists, the student with the better (best) attendance record over the first seven semesters of their high school career, will be the designee. (Medically documented absences will not count against a student)
5. If a tie still exists, the student who has earned the greater (greatest) number of credits shall be the district's scholarship designee. A student's total credits shall be based on all approved courses taken for high school credit. For students transferring to the district, the credit total shall be determined by the guidance counselor's review of their transcript from the previous school or educational program at the time of transfer.
6. If a tie continues to exist, it shall be broken by a chance drawing of names by the Board of Education with the first name drawn being named the scholar and the remaining names drawn to prioritize the alternates. As per Chapter HEA 9.03 (6) Wisconsin Academic Excellence Scholarship. No scholarships shall be re-allocated after the Feb. 15 deadline. The school's nominees and alternates are final.

FACULTY PROCEDURES FOR SELECTING TECHNICAL EXCELLENCE SCHOLARSHIP DESIGNEE

A high school committee shall select the scholarship designee and certify, in rank order, those remaining seniors as alternate designees. The committee shall consist of Principal, Counselor, and (3) instructional teachers. The committee shall apply the following criteria in noted order:

1. The student is a U.S. Citizen or alien lawfully admitted for permanent residence and Wisconsin resident. Students must have registered with Selective Service (if applicable).
2. The student plans to attend an eligible Wisconsin Technical College within the Wisconsin Technical College System pursuing a technical career.
3. The student who has earned the greater (greatest) number of approved Career and Technical Education (CTE) credits shall be the scholarship designee. A student's total credits shall be based on all approved courses taken for high school credit in which the student earns a semester grade of 2.0 or greater.

Commented [1]: Recommendation: add in this phrase to indicate that other ties may be broken with this procedure.

Rationale: Occasionally there are awards and honors (in addition to the academic excellence scholarship) where a tie breaker is needed; and this language aims to clarify that.

Commented [2]: Recommendation: Replace the "SAT" test results with an attendance component in the tie-breaker for academic excellence award(s)

Rationale: Students rarely take the SAT exam, so it is unlikely that we could use this for a comparison if #4 is needed..... and it is never a bad idea to promote/encourage better attendance habits

4. For students transferring to the district, the credit total shall be determined by the guidance counselor's review of their transcript from the previous school or educational program at the time of transfer.
5. Credit hours, in approved courses, in progress at the time of nomination shall be counted toward the number of credits the student has earned provided the student has a course grade of "C" or better at the time of the first progress report (February) of the second semester.
6. Grade Point Average (GPA) in approved CTE courses.
7. If a tie continues to exist, it shall be broken by a chance drawing of names in the presence of the superintendent, principal and Director of Guidance with the first name drawn being the TES and the remaining name drawn to prioritize the alternates.

Valedictorian and Salutatorian Awards

Calculations of grade point average(s) for valedictorian(s) and salutatorian(s) will be conducted by high school officials under supervision of the building administration. Weighted class rank is not a factor in the grade-point average calculation. Grade-point average for valedictorian(s) and salutatorian(s) recognition are calculated on grade point average and not on weighted grades and/or weighted class rank. Students graduating in (7) semesters or less are included as eligible candidates for the valedictorian and salutatorian awards. Calculation of grade point will follow the process timeline as outlined in policy. Students attending Three Lakes High School through a foreign exchange program for a period of less than three (3) semesters are not eligible for these awards. Students attending Three Lakes High School for less than three semesters after transferring from a DPI approved homeschooling program are not eligible for these awards. Valedictorian(s) and salutatorian(s) will be recognized at the graduation ceremony. No recognitions shall be re-allocated after the Feb. 15 deadline. The schools' nominees and alternates are final.

ATTENDANCE

Regular attendance is a responsibility that should be shared by the student, parents, and the school. In order to receive credit for course work, students must meet state and local attendance requirements. It is the student's responsibility to be in class regularly. Failure to do so may result in a lower grade or loss of credit. A continuous effort will be made by teachers, counselors, and the administration to keep parents informed of absences. Wisconsin law defines truancy as any absence of part or all of one or more days from school without an acceptable excuse. This includes skipping a class or classes even if the student does not leave the building. Notices are sent home as preliminary steps to resolve truancy problems. Notice may include a Simple Truancy Citation of \$50 according to Oneida County Ordinance 10.16. Truancy referrals may also be made to the Oneida County Courthouse in situations where truancy is habitual.

Absences and Excuses

When a student will miss two or more consecutive days of school due to pre-planned absences (family trips, vacations, etc.), an anticipated absence form is required. This form can be picked up in the office, completed by the student and parent(s) and submitted at least one (1) week prior to the anticipated absence(s). Students are allowed a maximum of up to fifteen (15) dates in the school year excused with approved anticipated absence form(s).

When a student is absent from school for all or part of the school day for any parent-excused reason(s) other than medical appointments- it is the parent/guardian's responsibility to notify the school to excuse

Commented [3]: Recommendation: add clarification designating simple citations and habitual referrals
Rationale: additional language clarifies that there is a difference between a truancy citation and a truancy court referral

Commented [4]: Recommendation: add this language to communicate the number of absences allowed per each student and to provide information as to how the absences are excused. We also want to delineate a difference between anticipated absences (family trips, vacas, etc.) and day to day absences (ranging from an hour to a day)

the absence. Students are allowed up to five (5)-all or part- days of non-medical parent excused absences per semester- not to exceed ten (10) per school year.

When a student is absent from school for all or part of the school day for medical reasons (doctor, dentist, ortho, etc appt or visit), it is the parent/guardian's responsibility to notify the school (in advance when possible/practical) of the absence. When the student returns to school from a medical absence they are required to bring medical documentation (a simple note on the provider's letterhead for example) from the provider so that the absence can be coded as Medical.

Teachers will report absences every class period.

Any teacher having a student report for class tardy after having been marked absent shall make the appropriate changes on their attendance. Necessary investigation will be made to determine the legitimacy of absences. Students missing more than one half of a class period will be considered absent.

Each student who has been absent shall have a parent/guardian contact the office with the reason for the absence or shall return to school and present a written (or emailed) excuse to the office from their parent or guardian, stating the date and reason for the absence. Students must present the written (or emailed) excuse upon return to school or the absence will be considered unexcused.

*For the purpose of excusing absences or granting permission for student(s) to leave school- phone calls to the school attendance line, emails, and written notes are all acceptable forms of contact. Text messages are not an acceptable form of contact for the purpose of excusing an absence from school.

The following reasons will be accepted for excused absences as allowed by state law and school district policy:

1. Observance of a religious holiday.
2. A showing that the child is not in the proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian of the child to obtain a written statement from a physician, dentist, chiropractor, optometrist, psychologist or Christian Science practitioner living and residing in this state as proof of the physical and mental condition of the child. Such excuse shall be in writing and shall state the period of time for which it is valid, not to exceed thirty (30) days.
3. Non-emergency medical appointments.
4. A death in the immediate family.
5. An illness in the immediate family that requires the attendance of the student only during the period of time in which such attendance is required.
6. A court appearance or other legal procedure that requires the attendance of the student.
7. A quarantine as imposed by the public health officer.
8. Transportation delays are beyond the control of the student.
9. Inclement weather in situations when schools are not closed.

Commented [5]: Recommendation: ...10 min of a class period without a valid excuse....
Rationale: This update will allow for attendance interventions to be applied when students are habitually/substantially late to class. Under the existing language, a student arriving at class 20 min late would receive "tardy" on their attendance record.

Commented [6]: Recommendation: clarify/specify the types of communication parents can use to check their students out of school and excuse an absence.
Rationale: This update will reduce the possibility of false or impersonated text messages being utilized to check out of school.

10. Other emergencies which prevent attendance which are generally defined as an act of God or other circumstances beyond the control of the student which prevents school attendance, at the discretion of the building principal. Students are excused to go on vacations with parents provided that discretion is used on the length of time the student is withdrawn from school, so as not to impede their progress. Families that find it necessary to withdraw their children from school for vacation that will last for more than two (2) days must obtain an anticipated absence request form from the office three (3) days prior to the event.
11. Other good causes, such as attendance at special events of educational value, as determined by attendance committee composed of the district administrator, principal, and the school counselor administration. Students are encouraged to present notes to the office on absences that can be anticipated, and to contact their teachers regarding make-up work in advance whenever possible.

*Shopping trips, hair appointments, non-medical appointments etc. are not excused absences.

Students must check in at the office before leaving school and upon returning from an absence. Students absent with parental consent, but whose absence does not fall under the excuses listed above will be considered unexcused. Parents or guardians have the right to petition the attendance committee administration to recognize excused absences not covered in this policy. All such requests must be made in writing and submitted to the principal in advance. Requests will only be granted if it can be established by the committee administration that exceptional or worthwhile extenuating circumstances exist.

Make-up Work

Teachers are required to permit students to make up major exams for unexcused absences. Students with an absence due to a suspension shall be allowed the opportunity to take tests, quizzes and complete course work missed during the suspension period. These tests and quizzes are to be made up by the end of the day in which they return to school. Teachers need not allow extra days for makeup work due to suspensions or unexcused absences. Students who have unexcused absences the day prior to an exam or quiz will be expected to take their exam/quiz at the regularly scheduled time. All students with excused absences will be given the opportunity to make up work missed accordance with the following guidelines:

1. It is the student's responsibility to contact the teachers to make arrangements for making up work missed due to an absence from school.
2. Students will be granted the number of days absent plus one (1) for make-up time. This provision applies to all work assigned during the absence. In no event will a student be granted more than seven calendar days to make up work assigned during any one absence. Certain exceptions may be made for extended illness.
3. Examinations missed during an excused absence will be permitted to be taken at any time within the make-up time upon agreement with the teacher.
4. If students miss three or more consecutive school days due to vacations, or other prolonged anticipated absences we require students to use our Anticipated Absence Form. This ensures that there will be no unpleasant surprises with students' activities. academic grades and safeguards our students eligible for their extra-curricular.

Parents Responsibility

Commented [7]: Recommendation: Eliminate this asterisk'ed phrase.

Rationale: Parents/Guardians will have 5 parent excused absences to utilize at their discretion per semester- therefore it is unnecessary to continue including this phrase.

Commented [8]: Recommendation: eliminate wording that refers to an "attendance committee"- and clarify the involvement of HS administration in this procedure
Rationale: there has not been an attendance committee involved in any way with attendance questions in the past five years, and none have been mentioned or referred to in discussions of past practices/procedures.

Therefore the handbook language is being suggested for an update to reflect current practices.

When a student is absent, the parents or guardians must provide an email or written note explaining the reason for the absence at the time the student returns to school, unless the school was notified (via phone, email or written note) by the parent in advance of the absence. In either case, the student must report to the office upon returning to school. Verification of the student's absence must include the dates of absence and the reason for the absence.

Student Responsibility

Students are required to attend all their scheduled classes and study halls unless they have an excuse from the building principal or the principal's agent. In the event of an absence, the student has the responsibility to contact their teachers to make arrangements for making up work missed during the absence.

School Responsibility

All children between the ages of six (6) and eighteen (18) years of age, except as provided by law and the policies herein, shall attend school regularly during the full period and hours that school is in session, until the end of the term, quarter or semester, of the school year in which the child becomes eighteen years of age. (WI Stat. Section 118.15). Truancy shall be defined as any absence of part or all of one or more days from school without an acceptable excuse. The school building administration shall enforce school district attendance policies via the following means: Not later than the end of the second day after receiving a report of unexcused absence, contact the parent or guardian by personal service, mail, or telephone call, of which a written record is kept. Such a person shall be notified that the child is to return to school no later than the next day or a legal excuse is necessary. In the event of further truancy, meet or attempt to meet with the child's parents or guardian to discuss the truancy. The student may also be issued a Simple Truancy Citation (\$50.00) as a preliminary measure to alleviate further truancy. Provide an opportunity for educational counseling to the child to determine whether a change in curriculum would resolve the child's truancy; or have curriculum modifications considered as provided by law. Evaluate the child to determine whether learning problems may be the cause of the child's truancy; and if so, placement of the child in the appropriate district program to overcome learning problems. Conduct the evaluation to determine whether social problems may be the cause of the child's truancy, and if so, have the appropriate action taken or make the appropriate referrals to overcome said problems. When a child has been absent fifteen (15) days inclusive as to days defined in WI Stat. Section 118.15 (3), for whatever reason, the child will be subjected to stricter guidelines.

Tardiness

The bell tone will determine tardiness. Students not inside their classroom by the end of the bell tone will be considered tardy. Students arriving late to school are required to report to the school office, sign in, and receive a tardy slip. Students are to be marked tardy by their classroom teachers. Excessive tardiness will result in disciplinary action. If a teacher is responsible for the tardiness, they should provide the student with a note in their passbook indicating the tardiness as excused.

*Tardy designation applies to the first 10 minutes of any class period. If a student misses more than 10 min of any class period it is designated as an absence in their attendance record.

Individual teachers will keep track of unexcused tardies for students. When a student receives a total of three (3) unexcused tardies in any given grading term, the teacher will submit a referral in Infinite Campus.

Commented [9]: Recommendation- add in emails as an option for providing parental notification of an excused absence

Rationale- updating language consistent with current practice; and reinforce the acceptable methods for contacting the office in regards to parent excused student absences

Commented [10]: Recommendation is to add this phrase in to communicate the point at which a "tardy" becomes an "absence".

Rationale: If a student chooses to "skip" class; and/or arrive to class substantially late; we want to record it as an unexcused absence- which allows us to engage attendance improvement interventions if needed. The ten minute mark is suggested as it is/was the time frame suggested by the consensus of the Oneida and Vilas County truancy task force.

Students who are referred for habitual tardiness to class will be subject to consequences such as lunch detention(s) and/or revocation of personal electronic device privileges.

BOARD OF EDUCATION

The Board of Education meets on the third Wednesday of every month at 6:00 in the evening. The meetings are held in the Administrative Board Room. Any changes in board meeting place, date or time will be published.

BUILDING HOURS

Morning supervision begins at 8 a.m. and ends at 3:45 p.m. Any student or group of students remaining in the building after 3:45 p.m. must be supervised by a staff member. Parents who find it necessary to leave their students at the building prior to 8 a.m. must have their students remain in the commons/cafeteria area until 8 am.

- 7-12 office hours are 7 a.m. – 3:30 p.m. Classes begin at 8:10 a.m.
- Summer hours are 7 a.m. – 3 p.m.

BUS CHAPERONING

1. The chaperone and bus driver are in charge of the trip. Chaperones should consult the driver concerning expectancies while on the bus.
2. The chaperone's word is law; students are representatives of the School and are expected to obey instructions of chaperones without question.
3. The bus rules, as well as all school rules, apply to bus trips. Any students violating these rules will be reported for disciplinary action and/or the remainder of their trip may be suspended. In the most serious cases, a student's parent/guardian may be contacted to come and pick them up immediately.
4. Attendance should be checked carefully before departure and return.
5. The chaperone should be seated in a central location on the bus.

Commented [11]: Recommendation is to add in clarification of what the consequence(s) will be for a tardy referral.
Rationale: The intent of including "revocation of personal electronic device privileges" is to reduce/eliminate the cell phone in the locker as a contributing factor to tardiness for students who spend too much time checking phones during passing time(s).

BUS RULES

The driver shall be responsible for safety, health, and discipline on their bus. All drivers shall use discipline referral forms to report any misconduct to the building principal or the administrator. They will notify the parents of the pupil regarding the discipline referral. They may suspend a student's busing privilege until reinstatement has been agreed upon by the driver, parent, and administrator. Continued misconduct, or misconduct that seriously jeopardizes the safety of students, will require the parent to appear before the Board of Education before reinstatement of the bus privilege is authorized. During suspension periods, parents are responsible for transportation of their child. A bus driver is not to physically handle a student, unless it is necessary to restrain a student in order to protect the student from causing bodily harm to himself/ herself or another person. If a driver determines that a student's conduct poses a safety hazard, and that student fails to obey the driver, the driver may stop the bus and contact law enforcement or the school administration for assistance in removing the student from the bus. A driver is never to put a child off the bus en route, unless the child is being turned over to law enforcement officers or a school administrator.

Bus drivers will be enforcing the following rules:

1. Be on time for the bus. Buses will wait a maximum of two minutes beyond the regular scheduled time at any stop for a child. This does not mean the bus must wait every day for any particular child.
2. If there is no sidewalk or path, it is recommended that you walk on the side of the road facing traffic to get to the bus stop. Stay off the road at all times while waiting for the bus. Wait until the bus comes to a complete stop before attempting to enter the bus. Do not rush to get on the bus.
3. When you must cross in front of the bus, be sure to stay a safe distance away from the bus so that you are in the driver's visibility range.
4. When boarding the bus, go to your assigned seat in the bus without disturbing or crowding other pupils. The bus shall not move until all riders are seated. Do not stand, or extend your head, arms, or hands out of windows, or move about, or attempt to leave the bus while it is in motion.
5. The rear doors are not to be used except in an emergency.
6. There will be no tobacco products on the bus. Students are to help keep the bus clean, sanitary and orderly. Damage done to the bus, or bus equipment by a student, will be paid for by that student.
7. When exiting a bus, remain seated until the bus comes to a complete stop.
8. The bus driver shall not require, or allow any passenger to stand while the vehicle is in motion.
9. Students are to remain in the bus in case of a road emergency, unless directed to do otherwise by the bus driver.
10. The bus driver is responsible for controlling the bus riders. Students must obey bus driver assistants, or chaperones, promptly and cheerfully.
11. Bus drivers are encouraged to assign students to their seats, filling the bus from front to rear.
12. Students are not to leave the bus to transfer to cars or be dropped off at another student's stop without a written permission slip from their parents, verified by the principal or their designee. Once a student boards the bus in the morning, they are expected to stay on the bus all the way to school, and likewise on the way home from school.
13. Students will not be permitted to ride a bus run that they are not normally scheduled to ride on, without a written request from their parents and authorization from the office.
14. Students shall follow all of the behavioral rules in the student handbook while on the bus.

15. Pupils who persist in failing to cooperate in observing these rules will be considered hazardous to the welfare of the other students and will be denied bus transportation.

CAFETERIA BEHAVIOR

The cafeteria, besides a lunchroom, is a place where good human relations can be developed. Here each student is expected to practice the general rules of good manners that one should find in the home. Some simple rules of courteous behavior that will keep the lunchroom pleasant and relaxed are:

1. Observe good dining room standards at the table.
2. Leave the table and surrounding area clean and orderly.
3. Put trash in the proper containers.
4. Do not leave the cafeteria while eating or carrying food. Both cold and hot lunches are to be eaten in the cafeteria.

If inappropriate lunch room behavior is observed students will be subject to consequences such as: cafeteria cleaning duties, lunch detentions, in-school suspensions, and loss of phone privileges.

CLOSED CAMPUS

No student is to leave the school grounds for any reason during school hours, without first reporting to the office and securing a written permission slip or email to school staff. An outside permission covers only the part of the day for which it is issued and the destination indicated on the slip. Absence beyond that part of the day must be reported to the parents and excused in the regular way. Students are to sign in and out in the front office and use only the main entrance. Seniors may be allowed to leave campus for lunch as per the approved senior open campus on Wednesdays with documented parent permission form submitted to school staff.

CO-CURRICULAR ACTIVITIES

Co-curricular activities include all athletics and other school opportunities that involve public performances (e.g., Drama, Forensics, Solo/Ensemble, etc.). Other special opportunities include, but are not limited to: Student Council, Class Officer, National Honor Society, Prom Court, Homecoming Court, Hugh O'Brian Youth Leadership Conference, Badger Boys State, Badger Girls State, or others as may be created or approved by the Board of Education. Students selected for participation in these activities are to represent your school with high expectations of conduct as found in the Student Activity Handbook. Violations may result in loss of opportunity to participate or to be nominated. These policies are the responsibility of those respective departments and will be administered and enforced by them. Copies of these policies will be in the respective co-curricular handbook.

COMPLAINT PROCEDURE

The Board of Education has outlined the following steps to be taken in reference to a complaint regarding the District's Nondiscrimination Policy:

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 acknowledgment of receipt of the complaint within 45 days.

Step 2: A written determination of the complaint shall be made by the Board within 90 days of receipt of the complaint unless the parties agree to an extension of time; appeals under 20 USC s. 1415 and ch. 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 ch. 115, sub ch. 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 sub grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

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

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

CLASSROOM CODE OF CONDUCT

The Three Lakes School District is committed to maintaining an educational atmosphere of excellence. The education staff, including teachers and administrators, must use their training, experience, and authority to create safe schools and classes where effective learning is possible. In the classroom students are expected to behave in a manner, which does not interfere with effective teaching and student participation during daily learning activities. Students are expected to come to school ready, willing, and prepared to learn. Students are expected to be responsible, to abide by all rules of behavior, and accept the consequences for their actions. It is the recognized responsibility of parents to be aware of their children's activities, performance, and behavior in school. Parents must be involved and cooperate with school officials to address behaviors that interfere with the maintenance of a safe, productive learning environment. A "class" is a meeting of students in a learning situation under the supervision of a teacher. A "teacher of a class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in, or oversee the class. This Classroom Code of Conduct applies to all students in grades PreK-12.

Student Removal from Class

Removal of a student from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. A student may be removed from class for, but not limited to, the following reasons: dangerous, disruptive, damaging, or unruly behavior, behavior that violates expectations set forth in board of education policies and student handbooks, behavior that interferes with the ability of the teacher to teach effectively, or interferes with the ability of others to learn, and behavior which is inconsistent with class decorum. When a student is removed from class, the teacher shall send the student to the school principal, or their designee, and notify the school principal, or their designee, immediately of the reason for the removal. In addition, the teacher shall provide the building principal, or their designee, within 24 hours after the student's removal from the class, a written explanation for the reasons for the removal.

A. Behavior that violates the district's policy on suspension and expulsion. Policies regarding suspension and expulsion are set forth in the Board of Education policies and student handbooks. Decisions regarding suspension are made by the building principal. Recommendations for expulsion are made by the district administration. A teacher's decision to remove a student from class for behavior which violates the District's policies regarding suspension may but does not necessarily mean that the student will also be suspended or expelled.

B. Behavior that violates behavioral rules and expectations in the student handbook. The student handbook contains behavior expectations for students in their respective schools. These rules and expectations are explained and discussed with students at the beginning of each school year. This discussion shall now also include an explanation of our classroom code of conduct.

C. Behavior which is disruptive, dangerous, or unruly. Notwithstanding any inconsistent or contrary provision in the districts policies regarding suspension and expulsion, or in the student handbook, for the purposes of this code the following behavior by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly so as to warrant removal from class:

1. Inappropriate physical contact
2. Inappropriate verbal conduct
3. Behavior which may constitute sexual or other harassment
4. Repeated or extreme inappropriate verbal conduct likely to interrupt the educational environment
5. Throwing any object, particularly one likely to cause harm or damage
6. Inciting other students to act inappropriately or disobey the teacher, or school or class rules
7. Destroying the property of the school or another student
8. Loud, obnoxious or outrageous behavior

D. Behavior, which interferes with the ability of the teacher to teach effectively. Students are required to cooperate with their teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. Noncompliance may, in turn, distract others by either 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 the instruction.

E. Behavior, which is inconsistent with the class decorum and the ability of others to learn. There may be grounds for removal for behavior, which though not necessarily violating the provisions of (A) through (D), is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of 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 activity.

CLASSROOM PLACEMENT PROCEDURES

This Code of Conduct distinguishes between two, essentially separate kinds of removal from class: short term, or temporary, removal, and long term removal. The building principal, or their designee, shall decide whether a student who has been removed from a class for violating the Classroom Code of Conduct is to be placed in either a long term or short term placement. When making placement decisions, the building principal, or their designee, shall consider the following factors: the interests of the other students in the class and the teacher, the reason(s) the student was removed from class, the type of placement options available to students in the district, the estimated length and time of class previously attended, and the relationship of the placement to any disciplinary action. The principal, or their designee, may consult with other appropriate school personnel, as he/she deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal, or their designee, to be in the best interest of the student involved or when required by law.

All placement decisions shall be made consistent with established Board of Education policies and in accordance with the state/federal laws and regulations. In ordinary circumstances and in practical terms, the teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building principal may exercise his or her discretion and return the student to class as provided for in WI Act 335, Section 1(3)(4): The school principal or his or her designee shall place the pupil in the class from which the pupil was removed if, after weighing the interests of the removed pupil, the other pupils in the class and the teacher, the school principal or his her designee determines that readmission to the class is the best or only alternative.

A. Short Term Placement Procedures

In the majority of cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which he/she was removed. The building principal, or their designee, shall inform the student of the reason(s) for removal from class, and shall allow the student an opportunity to present his/her version of the situation. The building principal or their designee, shall then, after weighing the interest of the removed student, the other students in the class, and the teacher, determine if readmission to the class is the best or only alternative. In the event it is not deemed appropriate to return the student to regular class, the building principal 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.

B. LONG TERM PLACEMENT PROCEDURES

A student warrants long term removal from class when his/her actions have been severe and serious and/or have been repeated violations of the Classroom Code of Conduct. Students who are removed long term from class will be placed in an alternative educational setting. This setting may include, but is not limited to, the following:

1. Another instructional setting
2. Another class or another appropriate place in the school
3. An alternative education program approved by the Board of Education. State law defines an alternative education program as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs, or

offered in place of regularly scheduled curricular programs. In any long term placement provided, the student must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such programs need not be in the precise academic subject of the student's former class. Long term removal is an administrative decision not subject to a formal right of appeal. However, the parent/guardian of the student, and or/the student, shall have the right to meet with the principal, or their designee. When possible, such a meeting shall take place within three (3) school days of request. At the meeting, the principal, or their designee, shall inform the parent/guardian and/or student, as fully as possible, regarding the basis for the removal, the alternatives considered, and the basis for the decision. Nothing in the Code shall prevent the building principal, or their designee, from implementing a removal to another class, placement or setting, prior to any meeting, over the objection of the parent/guardians or student.

C. PARENT/GUARDIAN NOTIFICATION PROCEDURE

As soon as practical, but in any event within 24 hours of the removal, the teacher will initiate primary contact with the parent/guardian in regard to the incident which caused the student to be removed from their class. A written log or record of all attempts to contact the parent/guardian shall be kept. If the teacher keeps this record, it shall be provided to the building principal, or their designee, within twenty-four (24) hours of the student's removal from class. A student with a disability may be removed from the classroom in a manner consistent with a student without a disability; however, it is important to understand that a student's IEP must be taken into consideration when circumstances are designated within the IEP. Removal of a child with a disability from a class and/or a possible change in educational placement shall be made consistent with school district policy, school and books, and state and Federal laws and regulations concerning IDEA.

If the student who is removed from a class is also subject to disciplinary action (i.e. detention, suspension, etc.) for the particular classroom conduct, the student's parent/guardian shall also be notified of the disciplinary action by the building principal or designee.

CONDUCT AND DISCIPLINARY REFERRALS

CLASSROOM CONDUCT

Students should remember that teachers are here to help you learn and develop skills that will be useful to you all your life. Be respectful, cooperative, and willing to take part in class activities. Have respect for the rights of other students. It is important for each student to:

1. Spend class time seriously and have all necessary materials with you when you go to class. These include sharpened pencils, paper, books, pens, and any other assigned materials.
2. Be in your classroom and be quiet before the tardy bell rings.
3. Be honest in all your work.
4. Respect your classmates. Excessive displays of affection will not be tolerated. Physical touching, aside from holding hands, is disrespectful not only to your girlfriend or boyfriend, but to others who observe this conduct. Such disrespect for others will result in disciplinary action being taken.
5. Use quiet areas, including the Library/IMC, in the way they are intended to be used, QUIETLY.
6. Observe etiquette in the student cafeteria. This includes eating while seated, talking in a normal voice, and keeping your area clean.

7. Hazing of any type is prohibited. Violation of this school board order may result in expulsion from school.
8. Take good care of school equipment and property.
9. Know that use of tobacco products, or use or possession of alcohol, controlled substances, or drug paraphernalia is strictly prohibited.
10. Follow the rules of each teacher's class. Remember that it is always bad manners to talk, laugh, and sharpen pencils, etc. when the teacher or anyone else is talking.
11. Secure assignments and make-up work immediately following an absence. Ask the teachers for make-up work -don't wait for the teacher to remind you.
12. Remember the teacher is in charge of the class. They have authority that must be respected. The teacher's directions are to be followed.
13. Follow all safety rules and regulations.
14. Show respect by standing for the Pledge of Allegiance and National Anthem.

HALL CONDUCT

While classes are in session, students are not to be in halls without a Pass, they must walk at all times. Do not run in the halls. Remember good manners and consideration for others will ease traffic in crowded corridors.

AUDITORIUM CONDUCT

No food or drink is allowed in the auditorium.

1. Enter the auditorium quietly, orderly, and sit in your designated area or with your class as directed by the teacher or principal.
2. Students are not to climb over seats or sit with feet on the other seats.
3. Show respect for guests, performers and students.
4. Show respect by standing for the Pledge of Allegiance and National Anthem.
5. Show respect by remaining quiet during performances. No one is to leave during an assembly except for an emergency. Students not complying with these rules may be asked to move or leave. This may result in prohibiting subsequent assembly attendance and may result in a disciplinary referral.

General Student Conduct

Generally speaking, students are expected to be responsible, young adults. Conduct that causes harm to others, damages student property or disrupts the orderly operation of school is not tolerated. Violations will be subject to school disciplinary action and/or referral to law enforcement. Examples of behaviors that are prohibited include, but are not limited to those below:

1. The use of smoking or chewing tobacco in the building or anywhere on school grounds. The possession of tobacco products by minors is prohibited.
2. The use of or the bringing of alcoholic beverages or any other illicit drugs on the campus. Previous use of alcoholic or other illicit drugs and arriving on the campus or attending a school event under the influence is prohibited.
3. Fighting. It is disruptive to the school and dangerous for the participants.
4. The use of inappropriate or offensive language or profanity, or obscene gestures.

5. Vandalism. The destruction of public or private property.
6. Creating false emergencies. Any individual who pulls a fire alarm or makes a threat which disrupts the school programs and/or endangers the health and welfare of all individuals in the building
7. The refusal to follow a reasonable directive of a teacher, administrator or a staff member will be considered insubordination.
8. The directives of a teacher, administration, or staff member shall be presumed reasonable, and; therefore, the students will be responsible for their actions.
 - A. Students who believe that staff members or other students have made an unreasonable request may see an administrator to discuss the issue or file a complaint.
 - B. Illegal Acts. The commission of acts that would be considered felonies or misdemeanors in the courts. A couple of examples would be stealing, extortion, and possession of firecrackers.
 - C. General harassment of certified and non-certified personnel or other students is prohibited. This includes secretaries and custodial personnel who do jobs essential to the operation of the school. They must be allowed to carry out their functions without interference.
 - D. The violation of closed campus policies established by the School Board.
 - E. Missiles. Throwing snowballs or other items.
 - F. Capturing the image of a person and/or using/sharing it without permission.
 - G. Other acts which disregard school rules and endanger the health, safety and property of others.

GENERAL DISCIPLINARY MEASURES

School personnel who assist with school disciplinary situations will take appropriate actions, including, but not limited to, the following:

1. Conferencing with the student and/or parent.
2. Notifying the parent/guardian.
3. Assigning detention time
4. Assigning duties (minor duties related to the misconduct).
5. Restitution.
6. In-School Suspension.
7. Out of School Suspension.
8. Referral to Law Enforcement (which may result in issuing of a citation)
9. Pre-Expulsion Agreement.
10. Expulsion.

CONTROLLED SUBSTANCES

Students using, preparing, selling, giving away, dispensing, or possessing a controlled substance, under the influence of a controlled substance, or drug paraphernalia (as defined by Section 961.49 of the Wisconsin Statutes) on school property and other areas under school jurisdiction, will be immediately suspended from school, referred to the local or county law enforcement officials, and referred to the School Board for expulsion. **Areas under school jurisdiction include:** All school property; inside of buildings, on school grounds including athletic fields and parking lots (road between high school and parking lot included), on school buses, and at all school functions on or off the school campus in which a group or individual is involved as a participant or spectator. Evidence of the use, preparing, selling, giving away, dispensing, or possessing a controlled substance, or being under the influence of a controlled substance is sufficient reason to be denied permission to attend classes or school sponsored events, and will result in detention pending notification of parents and the authorities. In addition to penalties, we strongly believe in honestly admitting if a student has a problem in this area. To meet our responsibility, we have established a Drug and Alcohol program. Ask your teacher if you want to know more. Possession and/or use of controlled substances without a prescription is prohibited.

CREDIT FOR CLASSES

Students must earn credit in grades 9-12 (PI 18.03, Admin. Code) to be granted a high school diploma. The Three Lakes School District will allow the accumulation of high school credits prior to the entry of ninth grade, a student however must still take 4 credits English, 3 credits Social Studies, 3 credits Science, 3 credits Mathematics, and 1.5 credits (3 classes) Physical Education in grades 9-12 to meet the State requirements. (Course credit will count as elective credit for graduation purposes only not in lieu of mandated requirements). See page 31 for District requirements.

DEFINITIONS & PROCEDURES OF DISCIPLINARY ACTION

Intervention is any procedure to encourage early involvement of parents/ guardians and school staff for detecting behavioral problems in the early stages and attempts to improve that behavior. School staff (including teachers, counselors, psychologist, aides, principal and administrator) will deal with all inappropriate behavior in its earliest stages, whenever possible. The early detection, through close observation and immediate and fair consequences, are effective deterrents in dealing with inappropriate behavior. School staff will use methods to encourage early parent/guardian involvement that may include the following progression:

1. Communication (phone or email) with parents/guardians, from the teacher or educational support staff.
2. Communication (phone or email) with parents/guardians, from the principal or administration.
3. Arranging parent/guardian meetings with teacher(s), and other necessary school staff between the hours of 8:00 a.m. and 3:45 p.m.
4. Reasons for digital communication which may include:
 - i. Behavior referral notices via the school's student information system
 - ii. Notification of discipline incident resolution (detention, suspension, other consequences as determined, pre-expulsion, or expulsion) via the school's student information system

DETENTION

Detention will consist of supervised time spent during lunch period with a teacher or school staff member. Detentions will be assigned by administrators. Individual teachers will distribute class rules at the beginning of the year. They shall include reasons for receiving detentions.

Parents will be notified as soon as practical when the detention will take place. The teacher or administrator assigning the detention will contact the parent personally.

IN-SCHOOL SUSPENSION

In-school suspension is the removal of a student from class to be placed in a supervised suspension room on the school premises. Parents will be notified. A suspension whether in-school or out-of-school, ½ day or all day carries with it NO extra-curricular activities for that time frame. No practices, games, field trips, school club meetings, outings or attendance at co-curricular events.

Suspension

Suspension is a short-term exclusion of the student from school during which the school is relieved of custody of the student. Procedures for suspension are governed by Wis. Stat. Section 120.13. Any student about to be suspended shall be allowed an opportunity to explain their side of the story before a suspension is invoked. The principal and/or administrator will require a parent/guardian conference, preferably with a student present, before the student returns to school. This policy is applicable to all students including handicap students; however, in the case of a handicapped student, the procedural requirements of PL 94-142 and Chapter 115, WI Stat., shall be followed.

Expulsion

Expulsion is an action taken by a school board to prohibit an enrolled pupil from further attendance. Procedures for expulsion are governed by WI Stat., Section 120.13.

This policy is applicable to all students including handicap students; however, in the case of a handicap student, the procedural requirements of PL 94-142 and Chapter 115, Wis. Stat. shall be followed. When considering the expulsion of any non-handicapped student, if there is any reason to believe the student has a handicapping condition that may have affected their behavior, before any further action is taken, the student will be referred for evaluation.

School Support Staff

1. Guidance Counselor
2. School Psychologist
3. Special Education Staff

DRESS AND APPEARANCE

Experience has demonstrated that pride and concern with one's own appearance fosters a positive educational climate. Therefore, to maintain a proper student and teacher relationship and an atmosphere conducive to learning, students are asked to exercise good judgment regarding manner of dress and grooming. We will not allow any student to dress in a manner that is unsafe, unhealthy, or disruptive to the

educational environment. Students are to dress in a manner that maintains good decorum and a favorable academic atmosphere. Therefore,

1. Shoes must be worn at all times.
2. Clothes must be clean.
3. Hats, jackets or winter coats may not be worn unless heating is not working. This is to be determined by the classroom teacher or administrator.
4. Students and parents are to be aware of clothing that is inappropriate or disrupts the learning process and educational program. This includes but is not limited to:
 - A. Revealing clothing or tape covering otherwise inappropriate words or pictures.
 - B. Clothing that displays symbols or phrases that may disrupt the learning environment, depicts or implies profanity, vulgarity or explicit sexual content or innuendo.
 - C. Clothing advertising or depicting alcoholic beverages, drugs, tobacco products, or controlled substances
 - D. Shirts exposing undergarment straps, open backs or cleavage.
 - E. Students must not expose bare midriff.
 - F. Skirts or shorts need to be an appropriate length (mid-thigh).
 - G. Shirts with thin or no straps may only be worn with a cover shirt.
 - H. Bib overalls and/or suspenders are to be worn appropriately.
 - I. Pants must be worn appropriately so undergarments are not exposed.
 - J. Hats or other headwear that can be used to hide the face or cause a distraction to the learning environment are not to be worn or carried by students inside the school building from 8:10am-3:12pm. In specific examples (i.e. outdoor physical education classes or welding classes) where headwear is permissible, hats must be stored in the appropriate locker. A violation of the hat rule results in confiscation of the hat, and the student can pick up the hat in the office at the end of the school day after the first offense. If there are further violations, the hat remains in the office until a parent/guardian picks up the hat in the office after school.

Teachers are to make observations within hallways and classrooms for inappropriate dress and will collaborate with colleagues and/or administration to appropriately address dress code violations. Students who choose to be noncompliant with initial staff prompt(s) will be referred to administrative staff for consequences. These referrals will be documented in Infinite Campus and accumulated incidents may result in progressive disciplinary action if the situation becomes a repeated refusal to follow school rules.

Consequences will include:

- A. Shorts, skirts, or torn pants that reveal undergarments – students will be sent home to change. Successive incidents will include suspension which is considered an unexcused absence.
- B. Shirts with explicit profanity – students will be sent home/suspended.
- C. Revealing shirts, shirts depicting alcoholic beverage, controlled substance or tobacco products- students will be given a shirt in the office and the inappropriate clothing will be held until the loaned shirt/pant is returned. Not returning the loaned shirt will result in the student being charged the cost of the shirt.

There has also been some concern with jewelry and earrings. There may be times when for safety purposes, students will be required to remove their jewelry. This will typically be an issue in the physical education classes as determined by the teacher.

Appearance for Senior Graduation

All students who choose to participate in the Three Lakes High School graduation ceremony are required to wear a cap and gown. Neither the cap nor gown shall be decorated with slogans, personal items and/or symbols unless they are approved in advance by administration. The graduation ceremony is a solemn time for students to be recognized for their accomplishments; it is not a venue designed for students to express themselves. Therefore, all students are to wear clothing that meets the Three Lakes High School dress code. The dress code is found in the student handbook under "Dress and Appearance." Students failing to meet this standard will not be allowed to participate in the graduation ceremony.

DUE PROCESS

"Due Process" is a procedure that the courts of law recognize as a necessary part of any rules and regulations. Due process, furthermore, recognizes the rights of the individual, since it outlines their recourse in the event they feel a wrong decision has been made. The due process steps outlined hereafter constitute the procedure for a student and parent or guardian to follow in appealing administrative decisions relating to eligibility or discipline. It should be understood that students and parents/guardians are expected to follow the "Due Process" steps in the event legal action should be initiated at some later date. The due process steps are as follows:

1. After a ruling resulting in suspension or ineligibility has been made, a student and/or his/her parents may formally appeal the decision in writing to the principal provided an appeal is received within fourteen (14) days from the first day the suspension takes effect.
2. The principal within three (3) days of receipt of such written appeal shall formalize a decision in writing and send a letter by registered mail to the parents, outlining the specific details relating to **(a)** the violation or infraction, **(b)** the date of violation or infraction, **(c)** the period of suspension or ineligibility, and **(d)** any other pertinent information.
3. After an appeal has been received, and the school's formal reply is mailed to the parents, a date for a hearing will be established by the principal.

This date will be no later than seven (7) days after receipt of the written appeal of the student and his/her parents. Present at the hearing, in addition to the principal and district administrator of the school, will be the student and his/her parents.

The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing. Proceedings of the hearing, including the decision, will be put in writing and a copy of these proceedings will be mailed to the student and his/her parents.

EMERGENCY SCHOOL CLOSING

Oftentimes the school administration is faced with the decision regarding the closing of our schools because of inclement weather or emergency situations. Opinions differ widely on whether schools should close or remain open. The decision will be made by the school district administrator after consulting weather reports, highway and police officials, principals, bus operators, and other personnel. Parents can

be assured that the safety of children is our prime consideration. The operation of our schools is an expensive matter. We consider daily attendance and operation to be very important.

In cases when schools operate for those who are able to attend, the parents will have to decide if pupils are to attend school or stay home and whether they should or should not ride the bus. We ask parents to make this determination because we do not want them to believe that the school officials are forcing attendance under questionable weather conditions. Experience has shown that if schools are closed too quickly the schools are besieged with calls on stormy days when travel is not hazardous. Schools are required by state laws and regulations to operate a certain number of days each year. Required school days which are lost due to the closing of school for weather conditions, must be made up. It is difficult to make up time adding to the end of the school year as commitments have been made for graduation, vacation plans, and many teachers have summer school schedules to meet. There are times when a determination to close school appears to be faulty. There may be an occasion when weather clears after a decision to close school has been made or it becomes stormier after deciding to operate school. Once a decision is made, it must necessarily be final even though in some cases it proves to be faulty.

We remind parents the final decision on sending children to school during stormy weather is theirs, and we hope they will exercise their responsibility. If schools are closed, you will receive notifications via phone, and/or email, and/or text from the District's messaging system. Local media outlets are also notified of school closings.

Buses may be running behind schedule. We request that parents/ students do not call the school administrator on stormy mornings, (except in the case of urgent calls), as our telephone lines must be free for conferences and for contacting radio and television stations. We will do our best to use sound judgment regarding the safety of our pupils, and we ask for your cooperation and understanding.

EXTENDED INSTRUCTIONAL PROGRAMS

High school level extension and/or correspondence courses may be taken for high school credit if recommended by the principal and/or guidance counselor and approved by the administrator. All correspondence course exams must be proctored at school by making arrangements with the guidance counselor.

If a student/parent chooses to take a course as an alternative to a course taught in the district, the student/parents will pay for the course or comparable cost for such course. Schedule conflicts or special circumstances may be considered as justification for taking an Extended Instruction Course without a fee. In accordance with other district policies, a student has two weeks from course enrollment to withdraw from the course. If a student withdraws from the course after the initial two-week period they will receive a F for the course as the semester grade. This would impact co-curricular eligibility. All grades in extended instructional courses will be used in determining co-curricular eligibility.

Guidelines for Online Classes:

1. The student is in danger of not graduating due to credit deficiencies.
2. The student has been referred by a teacher.
3. A student who transfers into the district mid-term or who is credit deficient.
4. A corresponding lab class must be taken at school prior to taking an online class or the transcript will reflect "Non-Lab."

5. A student who has a medical condition (physical health, mental health, etc.) may be considered for on-line courses if documentation is provided supporting the need by an appropriate licensed medical provider.
6. Extenuating circumstance applications may be determined by a team including curricular area teacher, guidance counselor and administrator. If any of the above criteria apply- an application, including rationale for request and completion date (1 semester for each 0.5 credit), must be submitted to the office for consideration/approval.

FIRE DRILLS

Signal - Fire drills are held monthly throughout the year and will be initiated via a PA announcement followed by the fire alarm and strobe.

Correct Procedure - Students must leave the classroom and building as quickly and orderly as possible. Teachers are to see that all doors and windows are closed and be sure that all students are out of the room before they leave. Students are to proceed in a double line from the classroom to the exit stated in the fire exit regulations that are posted in each room. Once outside, students are to move away from the building and out toward the street. There they should remain quiet and observe good behavior.

Re-entry - The all clear signal given via PA announcement will signal students and staff to return to their rooms.

FOOD SERVICE

The food service program serves breakfast and lunch to students on a daily basis.

The daily fee for breakfast and lunch, along with milk prices, will be published at the beginning of the school year. Student lunch accounts are expected to have a positive balance. Lunch money may be deposited on a student's account with a credit card in Infinite Campus. When a student's account reaches a negative balance, notification will be given.

GPA/CLASS RANK

Grade points will be added for all classes and this total will be divided by the number of credits taken. (The following example assumes no grade changes per semester.)

English	A: 4.00 x 1.0 = 4.00
History	A: 4.00 x 1.0 = 4.00
Art	A: 4.00 x 1.0 = 4.00
Math	A: 4.00 x 1.0 = 4.00
Science	B: 3.00 x 1.0 = 3.00
Phy. Ed	B: 3.00 x 0.5 = 1.50
Health	B: 3.00 x 0.5 = 1.50
$22.00 \div 6 = 3.67$	

Cumulative grade point averages of all classes are computed at the end of the second, fourth, sixth, seventh (only for Seniors), and eighth semesters as follows:

Letter Grade	Grade Points/Credit
A	4.000
A	3.667
B+	3.333
B	3.000 Good
B-	2.667
C+	2.333
C	2.000 Fair
C-	1.667
D+	1.333
D	1.000 Poor
D-	0.667
F	0.000 Fail

- Cumulative grade point average is recorded on the student's permanent record card and used to determine class rank.
- Graduation rank in class is based upon seven semesters for Valedictorian(s) and Salutatorian(s), and the top 10 students recognized for academic excellence. (Figured to the 3rd decimal.) Selection process for awards is determined by procedures outlined in district policy.

GRADE REPLACEMENT POLICY

The School District of Three Lakes shall permit all enrolled full-time high school students the opportunity to retake a course that the student has already taken in order to improve their grade. Students shall be required to retake courses that were failed, or their equivalent, when those courses are graduation requirements.

Students retaking a course to improve a grade for a course that they have already taken shall receive the higher of the two grades on their transcript. All students electing to retake a course must complete a Grade Replacement Request Form to have on file in the 7-12 office. These forms are available from the guidance counselor.

GRADING POLICY

Incompletes A student must complete the assigned work as expected by each classroom teacher. Exceptions will be made for excused absences as worked out with the instructor, according to the make-up schedule herein. Work still incomplete at the end of the grading period may result in a mark of incomplete on the report card.

If students fail to submit incomplete work within two weeks of the handing out of report cards, the student's grade will be computed based on the current data in the gradebook and the corresponding grade will be reported to the office by the teacher. Seniors must complete coursework for classes required to graduate by the end of the school day on their last day of classes or earlier if required by the individual

instructor. Failure to complete course work for classes needed to graduate may result in that student not participating in the ceremony.

GRADUATION CREDIT IN LIEU OF PHYSICAL EDUCATION

A student who participated in and finished a high school sponsored sport activity in good standing may complete an additional 1.0 credits beyond graduation requirements in English, Social Studies, Mathematics, Science, or Health Education in lieu of 1 class of the 3 required classes in physical education to fulfill graduation requirements. The student must earn, at minimum, a participation certificate in the high school sponsored sport activity and complete the season without a co-curricular code infraction. The student must also earn 1.0 credit in English, Social Studies, Mathematics, Science, or Health Education beyond graduation requirement.

GRADUATION REQUIREMENTS

The High School curriculum is designed to develop the student in the formal instructional fields as well as in the areas of aesthetic values such as literature, music and art. The curriculum is also designed to provide the student with opportunities to ascertain their own strengths and weaknesses, capacities, and limitations, and expose them to the satisfaction of achieving personal goals. Detailed copies of curriculum offerings are available in the administrator's, principal's and guidance counselor's office. All students must take the equivalent of 6 credits or more for the year. Physical Education and Health, meet every other day. If a student has attended Three Lakes High School for at least two years, has attained nine (9) or more credits, and provides evidence of satisfactory completion of the High School Equivalency Diploma (H.S.E.D.) or the General Education Development Test (G.E.D.), the Board of Education may consider issuance of a High School diploma. This diploma would be issued:

1. Upon request, two years after the student's class has graduated; or,
2. When the student has satisfied the graduation requirements of the School District of Three Lakes through an accredited educational institution (i.e. Nicolet Area Technical College, Correspondence Courses).

The Board of Education may consider certain exceptions: Senior students must meet all obligations to the school district, including financial, to the satisfaction of the administration, before receiving a diploma or taking part in graduation exercises.

Courses	Credit Requirements
Child & Parenting	0.5 credits
English	4.0 credit
Health	0.5 credits
Mathematics	3.0 credits
Personal Finance	0.5 credits
Physical Education	1.5 credits (3 classes)
Science	3.0 credit
Social Studies	3.0 credits
Total Required	16.0 credits

Commented [12]: Recommendation: Include Personal Finance (.5 credit) in the list of required courses for graduation.
Rationale: Personal Finance; per Board policy- is now a required course.

The number of credits required for graduation is twenty-four (24).

Courses taken in eighth grade that exceed the mandated requirement set by the Department of Public Instruction will count toward District requirements. With the required credits totaling 15.5, students are to take a minimum of elective credits during their high school years to meet graduation criteria. Please note that if the health requirement is taken in grades 7 or 8, the required and elective credit minimums will be changed by 0.5 credits respectively.

Also required are 40 hours Community Service hours.

SCHOOL COUNSELOR

The Counselor's major function is to offer counseling services that assist students in deriving the maximum benefit from their education. Each student is helped to pursue their own development as an individual and as a member of the Three Lakes school system. Counseling is available to all students who want professional assistance with educational, vocational, or personal matters. The student will be directed to information that will help them in such matters as learning about vocations, educational requirements, and improving school performance. Counseling is most effective if students know that information discussed with the counselor is held in confidence. Records are kept only to aid the student. Information is not released without the student's personal consent. The only exception to this rule would be in the event of a threat to himself/herself or others. Students are encouraged to visit the counselor at their convenience.

HARASSMENT/BULLYING

Three Lakes School District supports an educational environment that is free of harassment, bullying or intimidation of any form. It is therefore the policy of the district that neither students nor employees will be allowed to engage in any form of harassment, bullying or intimidation toward any person. Harassment, bullying or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: aggressive or hostile behavior that is intentional that involves an imbalance of power between the bully and the bullied, and is typically repeated over time: physical or verbal assaults; non-verbal or emotional threats or intimidation; social exclusion and isolation; extortion; the use of a computer or telecommunication to send embarrassing, slanderous, threatening, or intimidating messages; teasing, put-downs, name-calling cruel rumors, false accusations, and hazing; victimization that is not necessarily a result of or part of an ongoing conflict; physical or mental abuse; racial insults, ethnic slurs, religious slurs; unwelcome sexual advances or touching sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient, or cause the recipient discomfort, humiliation or interfere with the recipient's academic performance.

It is the responsibility of administrators' staff members, and all students to ensure that these prohibited activities do not occur and are reported to an administrator. Any person who believes that he/she has been the subject of prohibited harassment/bullying shall report the matter to the principal in accordance with established complaint procedures for harassment/ bullying. There shall be no retaliation against persons who file complaints under this policy. All complaints shall be investigated in a timely manner. Third party witnesses are strongly encouraged to report observed incidents of harassment/ bullying to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity, unless the witness is requested to testify in a hearing. The administration and staff will inform students that the Three Lakes School District does not tolerate harassment/ bullying in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. This

policy will be distributed annually to all enrolled students and their parents or guardians. The policy will be provided to any person who requests it and the complaint procedure will be made available to any students or parent/guardian wishing to file a complaint.

LEGAL REFERENCE: Section 118.13 and 118.46 Wisconsin Statutes PI9, Wisconsin Administrative Code Title VI of the Civil Rights Act of 1964 Title IX of the Education Amendments of 1972

HONOR ROLL

An F or I excludes the student from the Honor Roll, regardless of the number of points or grade point average.

1. Only full-time students, with a full time course load at the Three Lakes School District will be eligible for the Honor Roll.
2. A full-time High School student is one that is taking a class load of 6 credits or more for the year. A full-time Junior High student is one that is taking a class load equivalent of 5.5 credits or more for the year.
3. Quarter grades from all classes will be figured in the Honor Roll.
4. Dual credit students are excluded from Honor Roll for 1st and 3rd quarter unless they have a full time TLHS schedule .
5. There will be two classifications on the Honor Roll: High Honors, 3.667-4.000; Honors, 3.000-3.666

INSURANCE

The school carries a student accident policy that provides for necessary medical, dental, or hospital expenses resulting directly from accidental bodily injury sustained while:

1. Attending school during the hours and days when school is in session; or,
2. Representing the school in a scheduled activity as a participant or spectator when the group is under the direction, control, and supervision of the school, or other properly designated individual; or,
3. Practicing or competing in any WIAA approved interscholastic sport sponsored by the school. The student accident insurance is a supplemental coverage plan. When a student is injured, or has an accident, the student should report the accident immediately to the supervising teacher and the activities office. This must be reported regardless of whether or not the student feels that the injury will need further attention. Failure to do so may result in a loss of benefits. Upon reporting the injury, a claim form will be delivered to the student's parents for use regarding that injury. In order to determine benefits, parents must first file a claim with their insurance company.

The parent's insurance company is a primary carrier and the insurance through the school is supplemental coverage. Therefore, the school's insurance will only be applied to that portion not covered by the parent's insurance.

LIBRARY (IMC)

The library (IMC) is open daily during regular school hours. Students planning to come to the library (IMC) during a study hall should report to that study hall at the beginning of the period. After roll is taken, the student will be dismissed to the library (IMC). Students who wish to use the library (IMC) during study halls,

or other class periods, must present a pass from their teacher for that period. Admittance to the library (IMC) will be by pass only. Students will not be dismissed from regular scheduled classes for recreational reading. They may use the library (IMC) during class time only when a research assignment and pass are given.

Fines are charged for overdue materials. Therefore, be sure to discuss the due dates with the librarian or the library (IMC) aide. The replacement cost is charged for any material damaged or lost. Students with outstanding fines, or problems with their behavior in the library (IMC), will lose their library privileges until such problems have been rectified.

LOCKERS

The school provides lockers for safe and secure storage of school materials, personally owned items, and sports equipment. Backpacks, purses, equipment bags, and any type of baggage or luggage are not allowed in classrooms or hallways during the school day. These items should be securely stored in lockers (regular lockers, PE lockers, or team room lockers).

The school board retains ownership and possessory control of all student lockers that are furnished to each student upon entering school. The district reserves the right to conduct individual locker searches at any time. Locker searches may be conducted by members of the administrative team. You are expected to keep lockers clean and neat.

When you occupy a locker anywhere in the building, it is understood that you assume all responsibility for the contents thereof. The school board will not be liable for any losses that you may incur. Do not tell anyone your combination. Do not share your locker with another student, unless that person has been assigned to your locker. Do not leave your locker unlocked. For lost or damaged locks, the charge is \$9 for a replacement lock.

NATIONAL HONOR SOCIETY

In an attempt to create a fair and equitable selection system for the National Honor Society in Three Lakes High School, the following objective selection system will be implemented. This system shall be reviewed each year by the faculty council.

1. Scholarship shall be determined by achieving a 3.5 or better overall grade point average for four semesters concluding at the end of the Sophomore year.
2. Leadership, Service, and Character shall be determined by the faculty using ratings of "does qualify" or "does not qualify". Teachers will rate those students they feel qualified to evaluate. (Not necessarily all of them.)
3. The "cut-off point" for selection and the number of evaluations required for selection will be determined by a faculty council.
4. No minimum or maximum number of members are required.
5. The following guideline words may be followed when rating students:
 - a.) "does qualify": Outstanding, exceptional, creative, superior, receptive, productive and constructive.
 - b.) "does not qualify": Average, positive, cooperative but passive, weak, negative, and non-productive.

6. Leadership indicates: Leading classroom discussions and organizing projects, leading in promoting school activities, holding school office or positions of responsibility, exemplifying positive qualities and attitudes.
7. Service indicates: A willingness to render service to the school and community when called upon, willingness to do committee or staff work, readiness to assist visitors, teachers and fellow students.
8. Character indicates: Being honest and reliable, cooperating with school regulations, meeting responsibilities promptly, showing concern and respect for others. (Character is not to be judged on minor or isolated incidents. None of us is perfect.)
9. A student will be judged upon their composite rating derived by totaling their individual ratings and dividing by the number of teacher evaluations. The totals are then averaged for leadership, services, and character. Qualifications for potential candidates for the National Honor Society will encompass the student's history at Three Lakes High School. Students should keep in mind that the areas of leadership, service and character apply to their high school years in Three Lakes. Members form a select group of people.
10. Goals should be set early for students wishing to be members. National Honor Society members have the same expectations as found in the Activity Handbook.
11. Violations will result in a disciplinary situation being brought before the Faculty Council as per the national guidelines.

PASSES FROM CLASS

1. Students will not be permitted in the halls during class time without their student agenda with a signed hall passport or a written pass.
2. Students requesting to leave a class to go to another teacher's room must present a written pass from the requesting teacher to their scheduled teacher at the beginning of the class period. The decision to approve the pass or deny the pass will then be made by the teacher of the regularly scheduled class.
3. Students who are listed on the Progress Report List with a failing or near failing mark in a class may not be excused from that class under any circumstances.
4. Students who wish to use the Library (IMC) must have a written pass from a staff person.
5. Students who are in Guided Study Hall may not leave the Study Hall to use the Library (IMC) without a pass from a teacher.
6. Students who are in Guided Study Hall will not be excused from Study Hall to go to another teacher's classroom, unless they have a written request from the teacher of a class in which they are currently deficient

PHOTOGRAPH POLICY

The district uses photographs of students to display positive activities and events that are happening at the school. These photos may be used in multiple formats that include public spaces, both paper and online. Parents should notify the district if they do not want their students' included in photographs displayed online, in print, or the media.

PROGRESS REPORTS

Three (3) and six (6) week progress reports will be available to all students and parents/guardians in Infinite Campus or via printed or digital copy upon request.

PROMOTION/RETENTION

JUNIOR HIGH RETENTION

- If a student fails first semester, but passes second semester with a C- or better, they pass the course for the school year and do not retake first semester.
- If a student fails the first semester, and gets less than a C- second semester, they will retake the entire course the following year. Online Course will not be an option.
- If a student passes first semester, but fails second semester, they retake the second semester of that class the following year. Online courses will not be an option as a first case scenario.
- If a student has to repeat two entire core classes they will repeat that grade.

HIGH SCHOOL RETENTION

Any failing semester grade must be repeated and a passing grade received in order to earn a semester credit for that class. Retention by grade level will be determined by the amount of credit earned following the second semester of each school year.

Class status is determined according to school board policy.

Class Credits

Freshman	0.00-3.00
Sophomore	3.01-9.00
Junior	9.01-15.00
Senior	15.01-or more

REPORT CARDS

Report cards are issued within one week following the close of each quarter. Final report cards are available in Infinite Campus one week after school ends. Report cards will be printed and/or mailed upon request.

SCHEDULE CHANGES

It is expected that all students' schedule changes will have been made prior to the beginning of the school year. In certain, extenuating circumstances, student initiated schedule changes will be made during the first two weeks of the first semester and during the first week of the second semester. The schedule changes must have parental approval. However, students will not be enrolled in classes that are at or over capacity. Exceptions to timelines may be made due to unresolved conflicts, apparent miss- scheduling relative to ability, administrative request, or due to prolonged illness or lengthy disability. When a student drops a course after these time limits, a grade of "F" will be recorded. If no approved course is available, the student will be assigned to a study hall. Dropping courses so that full-time student status is jeopardized may impact participation in co-curricular activities. To prevent a failing grade being placed on a transcript due to dropping a class, students may be able to transfer to online coursework offered through our Alternative Education Coordinator in collaboration with the classroom teacher and school counselor.

SCHOOL MEDICATION POLICY

Pupils requiring medication at school shall be identified by parents to the administration. The administrator, in turn, shall assume authority for involving designated school personnel in administration of the medication. This does not prohibit the older and reliable pupil from assuming the responsibility themselves, with the approval of parents and physician. After identification of the pupil, the school nurse, or properly appointed representative for the school, shall make a parental contact to identify the type, dosage and purpose of said medication. Written statements shall be required of:

- The parents who shall request and authorize the designated school personnel to give medication and the dosage prescribed by the physician;
- If more knowledge is needed by the school authorities to exercise prudent judgment for the safety and protection of the pupil on medication, permission should be obtained from the parents to contact the physician directly; and
- If the student is a minor, while at school, school sponsored activity, or under supervision of a school authority, an asthmatic student may possess and use a metered dose inhaler or dry powder inhaler. The physician or pharmacist shall be requested by the parents to supply a properly labeled bottle or medication to the school authorities. The prescribed medication shall be kept in a locked cubicle or other safe place at school. The label on the bottle shall contain the name and telephone number of the pharmacy, the pupil's identification, name of the physician, name of the drug, and the dosage to be given. Taking the medication shall be supervised by the school nurse or other designated personnel at a time confirming with the indicated schedule.

SCHOOL SAFETY

Accidents are undesirable, unplanned occurrences, which can be prevented, and which often result in bodily harm, loss of school time, property damage, possibly expensive legal action, and even death. We must all take every reasonable precaution for the safety of students, employees, visitors, patrons, and all others in the school district. Therefore, in addition to the rules stated in this handbook, we ask that our students follow classroom rules set up by individual teachers and also rules that may be posted in specific areas such as technology education and the science labs. Students having questions or concerns regarding safety should contact the Principal or District Administrator immediately.

SCHOOL SPONSORED ACTIVITIES

School sponsored activities are considered to be a part of the total educational program. Therefore, the following rules, regulations, and policies are to be complied with:

1. All school sponsored student activities must be supervised by members of the teaching staff, or an approved chaperone.
2. Students are not permitted to use the school building outside of regular school hours, unless they are under the direct supervision of a teacher, or an approved chaperone.
3. High school dances shall be chaperoned by at least two (2) faculty members.
4. Closing times for dances shall be: Regular dances-11 p.m.; Prom -12 p.m.; Junior High dances-10 p.m. High school dances, with the exception of Prom and Homecoming, are intended for students enrolled in our high school. (Alumni may attend the Prom and Homecoming dances).

5. Three Lakes High School students may bring a guest to any dance. However, the dance “guest list” needs to be completed at least one week prior to the dance and approval received from the principal or administrator.
6. Parents are always welcome.
7. Elementary and Junior High school students are not permitted to attend any high school dances.
8. High School students will not be permitted to attend any Junior High School dances.
9. Junior High dances shall be restricted to those students enrolled in our junior high school. Parents are always welcome.
10. Students leaving the building during a dance will not be allowed to return.
11. Students who arrive to attend a school activity and appear to be under the influence of a controlled substance will be detained pending notification of parents and the authorities.

SENIOR CLASS RESPONSIBILITIES

The seniors pay for several items just prior to the time of graduation. They pay for their graduation announcements, caps, gowns, tassels, and flowers. Seniors should check with their class advisors regarding these specific items.

SPECTATOR BUSING

Team buses are to be used for the team only, unless permission is granted through the activities office. Separate buses may be provided for spectators (students and adults). Anyone riding a spectator bus will be expected to follow not only the district’s busing rules, but other rules outlined in the student handbook.

This includes rules regarding the use of tobacco products or possession or use of alcohol and controlled substances.

STUDENT / PARENT SIGNATURES

Use of Technology Agreement/Student Handbook Acknowledgment Registration/Demographics Page.

These are all considered as part of our required registration process. If these are not completed during the first two weeks of school the privileges of field trips, extra-curricular events, all sports and computer use will be rescinded until the forms are complete.

STUDENT RECORDS

The records of the School District of Three Lakes shall be retained and preserved by the official legal custodian as required by all applicable laws and in accordance with the WI Records Retention Schedule for School Districts. No records shall be destroyed without the prior written approval of the custodian. No records of the School District of Three Lakes shall be destroyed after the receipt of a request for such record, until after the request is granted, or until any dispute concerning the request has been completely and finally resolved. The School District of Three Lakes designates the following personally identifiable information contained in a student’s education records as “Directory Information,” and may disclose that information without prior written consent.

- The student’s name.
- The student’s grade in school
- The student’s participation in recognized activities and sports.

- The student's weight and height if a member of an athletic team.
- The student's dates of attendance.
- The student's photograph.
- The student's achievements and awards.
- The student's address and telephone number.

Within the first three weeks of each school year, the school district shall publish in the official district newspaper the above directory information list. For students enrolled after the notice is published, the list shall be given to the student's parents or the eligible student at the time and place of enrollment. After notification either from the publication or upon enrollment the parent or eligible student shall have two weeks to advise the school district in writing (a letter to the District Administrator's Office) of any or all of the items they refuse to permit the district to designate as directory information about the student. At the end of the two-week period, each student's records will be appropriately marked by the principal's secretary to indicate the items the District will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent of the eligible student. In accordance with the Federal Mandate, Section 444(a) (5) (B) of the General Educational Provisions Act, each local educational agency receiving assistance under this Act shall provide, on request by military recruiters or an institution of higher education, access to secondary students names, addresses, and telephone numbers.

If you move out of the Three Lakes School District to another school district, your child's school records will be forwarded to the new school system within five days of notification. In the event you contemplate any future need for your records, we urge that you and your parent or guardian, if you are minor, request a copy of your records for your own use and that you keep them in a safe place, as such records will not be available through the school after the time designated in the WI Records Retention Schedule for School Districts. If you have questions regarding the WI Records Retention Schedule for School Districts, please contact the District Administrator's Office.

STUDENT VEHICLES

Students who drive to school must park in the designated third and fourth rows of the school parking lot and park in an organized manner. Students are not to operate, or sit in their vehicles during school hours, unless they have permission from the principal or their designee. The parking lot is also off limits during school hours without permission from the principal/office. Exceeding the speed limit, reckless driving, or loitering in cars will result in the loss of parking privileges, and in appropriate cases, a report to the local and/or county law enforcement.

STUDENT VISITATION POLICY

Any student who wishes to sponsor a visitor to the Three Lakes School District must comply with the following requirements:

1. The student visitor must be enrolled as a student in Grades K-12 in another school district.
2. An administrator in the visiting student's school district must be contacted by the school attendance officer and/or building principal in the School District of Three Lakes to authorize the visit. The request should be made not less than 2 days prior to the date of the visit.

3. Student visitors will receive authorization for not more than a one-day visit per school year, and no student shall host more than one visitor on any school day.
4. The host student shall be responsible for informing their visitor of the rules and policies to be followed, both in and out of the classroom, while on the Three Lakes campus. In addition, the visiting student shall accompany their host to all of their host's classes for the visit duration.
5. The school attendance officer and/or building principal may deny the request for student visitation if, after conferring with the other district's administration, it appears that the visit would not be conducive to the learning atmosphere of the district. Any student in the Three Lakes School District wishing to visit another school district must comply with the procedures listed above. No student will be allowed more than one visitation day to another school district per year.

TEXTBOOKS

Textbooks are loaned to students for their use during the school year. Care of books is the student's responsibility, and books are to be returned to the teacher at the conclusion of or withdrawal from a course. A fine will be levied for lost or damaged books.

USE OF ARTIFICIAL INTELLIGENCE (AI)

Students are responsible for generating their own content following the guidance and expectations of the faculty. As permitted by their teacher, students may use AI tools to complement their learning and enhance creativity, while maintaining academic integrity by not representing AI-generated content as their own work and describing how they used AI in completing their own work. They should follow the established guidelines of their teacher for citing AI sources, such as using APA format, and respect privacy and intellectual property when utilizing AI tools. By doing so, they can effectively leverage AI to support their learning in an ethical and responsible manner.

Violation of the aforementioned AI guidelines is a form of academic misconduct; and will result in:

1st offense - Forfeiture of grade on the assignment, teacher conference, and parent/guardian contact

2nd offense - Forfeiture of grade on the assignment, teacher conference, and parent/teacher conference

3rd offense - Forfeiture of grade on the assignment, and an administrator conference with applicable disciplinary action taken

USE OF STUDENT AGENDA

Your student agenda is designed to help you manage your time and plan ahead. This will also aid you in developing good academic organizational skills and improve achievement. Students will be expected to record assignments in their agenda on a daily basis. This will allow parents to better monitor their student's education. The agenda may also be used as a means of relaying messages from school to home so we encourage parents to regularly view their student's agendas.

Proper use of the agenda as a tool for organization will alleviate problems and make the school year more successful. The school district will provide the initial agenda. This agenda is to remain intact throughout the school year. Agendas with pages or hand- books torn out will be taken away and a new one will need to be purchased. Also, if the agenda is lost or destroyed, the student will be responsible for purchasing a new agenda. The cost is \$5.00.

USE OR POSSESSION OF ALCOHOLIC BEVERAGES

Drinking or possession of alcoholic beverages by students on school property or at any school function under supervision of school authority, whether it is on or off school campus, is forbidden. No student who has had an alcoholic beverage to drink may come to any function of the school. Evidence of consumption of alcoholic beverages is sufficient reason to be denied permission to attend classes or school sponsored events. Students may also be detained pending notification of parents and law enforcement authorities. The consequences for such action starts with a three day suspension from school, a student and parent meeting with a committee made up of the principal and administrator prior to re-admittance. Subsequent offenses will result in an automatic referral to the School Board for expulsion.

USE OR POSSESSION OF CELL PHONES AND NON-SCHOOL-ISSUED ELECTRONIC COMMUNICATION DEVICES

Cell phones and non-school-issued digital communication devices* are permitted in the school building with the exception of classrooms, restrooms, locker rooms and guided study halls.

Cell phones and non-school-issued digital communication devices may be possessed and used before school, after school, during passing times, during lunch, and in honors study hall (per the guidelines set forth by the honors study hall supervisor). Cell phones and digital communication devices cannot be possessed during class time. Students who do not follow these guidelines will have devices confiscated by the supervising staff member and may receive discipline referrals. On the first offense of this policy, the student can pick up the device in the office at the end of the school day. If there are further violations, the device will remain in the office until a parent/guardian can pick up the device in the office. Further violations will result in progressive disciplinary consequences.

* Exceptions will be made for devices documented necessary for medical reasons, or administratively approved extenuating circumstances.

USE OF TECHNOLOGY AGREEMENT

The availability of technology in the school district relies upon the proper conduct of users. Guidelines are provided here so that students and their parents or guardians are aware of the responsibilities that accompany the privilege of using Technology. First, it is important to note that school district employees are responsible for supervising students who use technology. To assist with this responsibility, the school district provides an Internet screening service so students are generally not able to access inappropriate sites.

Guidelines for Use of Technology

Appropriate use. The use of school computers must be consistent with the educational objectives of the School District of Three Lakes. Accessing or transmitting materials that are obscene or sexually explicit is prohibited. If a student happens upon an area that is pornographic in nature (either language or graphics), the student must immediately logout of that area. Use of chat rooms is generally not consistent with our district's objectives, and therefore is not allowed without teacher permission. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable. Any user who receives unwelcome communications should immediately bring them to the attention of a teacher.

Commented [13]: Recommendation: add this phrase in to reflect consistency with the recently Board approved and state statute compliant policy.
Rationale: there may be circumstance where possession of a device is warranted where the student does not have a medical document

Transmission of materials. Transmission of any material in violation of a U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.

Avoid offensive or inflammatory speech. Users shall abide by the rules of network etiquette. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the network by other users.

Taking responsibility for one's messages. Anonymity is not allowed on the network. Individuals must take responsibility for their actions and work on an education network. All E-mail and messages must be signed with the student's full name. Impersonation is not permitted: pseudonyms are not allowed. However, for their own safety, users should NOT send any photos, personal addresses, or phone numbers without first checking with their parents/teachers.

Users will never agree to get together with someone they "meet" online without first checking with their parents/teacher.

Adhering to the rules of copyright. All communications and information accessible via the network should be assumed to be private property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, authors' permission may need to be obtained before materials may be used.

E-mail restrictions. Students needing access to email at school must correspond through either a school provided and monitored email account or a classroom teacher's account. Use of non-school provided email is prohibited without administrative approval.

Authorized Downloads. Students are only allowed to download materials needed for their classes. No exe or zip files should be downloaded without teacher/administrator permission. (This applies to games, music, & video files).

Unauthorized Access. Attempts to gain unauthorized access to system programs or computer equipment are prohibited.

Theft/Vandalism. Theft or vandalism to school technology equipment, data, software, or systems is prohibited. Penalties for non-compliance:

1. Restriction or revocation of privileges; restitution for damages
2. Suspension or expulsion under 120.13 (1) (b) and (C) Wis. Stat.
3. Criminal sanctions under #118.46, Wis. Stat. for threatening, intimidating, abusive or harassing messages sent to another electronic mail or other computerized communication system.

USE OR POSSESSION OF TOBACCO PRODUCTS

Use or possession of tobacco products, vaping devices, vaping juice/oil, and/or electronic cigarette/tobacco products in all vehicles on school property, or under the supervision of school authorities, and on premises owned, rented by, or under the supervision of school authorities is prohibited. This applies to any type of school function, whether it is on or off the school campus. Use or possession of tobacco products is against the law and the consequences for using or possessing tobacco products on school grounds is as follows:

**All Offenses will include a referral to law enforcement*

- **First Offense:** A one-day suspension from school with a parent conference required before re-admittance.
- **Second Offense:** A three-day suspension from school and a parent conference with a committee made up of the principal and administrator.
- **Third offense:** A referral to the School Board for expulsion.

USE OR POSSESSION OF WEAPONS

No one shall possess, use or store a weapon or look-alike weapon in or on school property, school vehicles, or at school-related activities. A dangerous weapon, which is defined in state statutes, or a look-alike weapon may include any object which, by the manner in which it is used or intended to be used, is capable of inflicting harm or could pretend to be capable of inflicting bodily harm or endangering the health and safety of students or staff. Ammunition and explosives are included within the weapons category.

Exceptions include:

1. Weapons under control of law enforcement personnel.
2. Weapons properly registered and handled during community use of school facilities.
3. Theatrical props used in appropriate settings.
4. Starter pistols used in appropriate sporting events.
5. Items pre-approved by the building principal as part of a class, activity or individual presentation under adult supervision.

(Firearms together with ammunition will never be approved as part of a presentation.)

Weapons or look-alike weapons confiscated from a student shall be reported to parents/guardians and to law enforcement officials. Disciplinary measures may include immediate suspension and referral to the School Board for expulsion from school according to the Gun Free Schools Act.

VIDEO SURVEILLANCE EQUIPMENT

Three Lakes School District utilizes video surveillance equipment on the facilities.

VISITORS

We welcome and encourage parents/guardians to visit the school. Classroom visitations are also possible though we appreciate advance notice. This may be arranged through direct contact with the teacher or the office will make the arrangements. Anyone visiting the school for any reason is requested to first report to the office to pick up a Visitor's Pass. If it is necessary to speak to a teacher or a student, the office will make the necessary arrangements.

WITHDRAWALS

Students withdrawing or transferring from Three Lakes School District should report to the counselor/office to secure the necessary forms.

START COLLEGE NOW OR EARLY COLLEGE CREDIT

The Start College Now program allows all public high school juniors and seniors who meet certain requirements to take a postsecondary course at a UW institution, a Wisconsin technical college or one of the state's participating private, nonprofit institutions of higher education. The program opens the door to learning opportunities for students who are considering a technical career, students wishing to begin college early, or students who want to prepare to enter the workforce immediately after high school graduation. This program is available to TLHS juniors and seniors in good academic standing. Applications for this program are submitted to the school counselor and reviewed and considered for approval by administration. More information is shared with students at appropriate times during the school year for this program. Please remember that in Start College Now the students are excluded from taking part in the Honor Roll.

SPECIAL EDUCATION

The school district must locate, identify, and evaluate all resident children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disabilities. The district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the district and who have not graduated from high school. Upon request, the district will screen any resident child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting the Director of Special Education, Three Lakes School District. Call 715/546-3323 or write 6930 West School Street, Three Lakes, WI 54562. The district conducts monthly child find screenings for children ages 3 years, 0 months to 5 years, 11 months. Child find screenings are comprehensive in nature and address several domains of development, including language/communication, cognition and general knowledge, motor development, and problem solving. The screening results are reviewed with parents and recommendations are given for next steps, along with suggestions for follow-up activities. Parents learn about community services available to them through conversations with the school staff conducting the screening. The information from the screening is also used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believes a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education Program (IEP) team. To schedule a screening, parents should contact the school (for children ages 3-5 who are a Three Lakes School District resident, but not enrolled). Screenings are conducted within the course of the school day for 4K and Kindergarten students who are currently enrolled in the Three Lakes School District.

A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school in which the child resides. Before referring the child, the person making the referral must inform the parents that the referral will be made. The referral must be in writing and include the reason why the person believes the child has a disability. Others who reasonably believe a child has a disability may also refer the child to the school in which the child resides. A referral of a child residing in the Three Lakes District may be sent to the Special Education Director at the school address above.

School District of Three Lakes 2026-2027

SCHOOL BOARD MEMBERS

Elisha Williams	President
Stacey Klein	Vice President
Mitch Ellis	Treasurer
Josh Kral	Clerk
Brian Fritz	Member

SCHOOL ADMINISTRATION AND STAFF

Teri Maney	District Administrator
Justin Szews	High School Principal
Marc Busko	4K-8 Principal
Kari Volk	SPED& Student Services Director/School. Psych
Ryan Bock	School Counselor
Steve Gruszynski	Sugar Camp Principal/Director of Technology
Caleb Kleinhans	School Business Manager
Ann Ellis	Activities Director/7-12 Office Admin. Assistant
Jen West	Communications Coordinator
Michele Brown	Business Office Assistant
Nikki Maney	Board of Education/DA Admin. Assistant
Shannon Votis	Business Office Admin. Assistant
Lisa Wales	7-12 Guidance/Athletic Admin. Assistant
Katie Pitlik	Special Education/Three Lakes Elem. Admin. Assistant
Angie Schulz	Sugar Camp Elem. Admin. Assistant

INSTRUCTIONAL STAFF

Cindy DeHaan	SPED 7-9 (Cross Cat.)	Justin Lindgren	Instrumental Music
David Ditzler	Math	Todd Riha	7 th Grade English/Science
Gretchen Dobbins	Math	Erin Marvin	Social Studies
Hannah Rietz	8 th Grade English/Science	Ashlee Peters	English
Ameris Grapa	7-12 Art	Wendy Plehn	Family/Consumer, Health
Rae Teichmiller	Academic Support	Jason Stebbeds	Physical Education
Michelle Gunderson	SPED 9-12 (Cross Cat.)	Adam Utzinger	Business Education
Heather Hermanson	Social Studies	Brad Volkmann	Technology Education
Amy Hibbard	8 th Grade Math/Social St.	Al Votis	Science
Maureen Hicks	7 th Grade Math/Social St.	Jessica Westfall	Vocal Music
Nathan Koch	Science/Tech. Education	Tyler Wiegman	English

HANDBOOK ACKNOWLEDGEMENT

NOTE: This acknowledgement must be returned to the principal's office within one week of the start of school. Failure to do so may result in loss of co-curricular and computer privileges and a discipline notice.

We, the undersigned, have read and understand the contents of the Student Handbook.

Student _____ Grade _____

Parent/Guardian _____ Date _____

FEEDBACK

In order for us to maintain our quality educational programs here in Three Lakes, we welcome your feedback regarding this Student/Parent Handbook. Please offer your comments, concerns, or suggestions to clarify or improve our handbook.

THREE LAKES SCHOOL DISTRICT

CO-CURRICULAR & ACTIVITIES HANDBOOK



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NON-DISCRIMINATION STATEMENT

The Three Lakes School Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs or activities or employment considerations. The following staff are designated to receive inquiries regarding the non-discrimination policies: Justin Szews, HS Principal/Title IX Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3321, jszews@threelakesd.k12.wi.us or Kari Volk, Special Education Director/Section 504 Coordinator, 6930 W. School Street, Three Lakes, WI 54562, (715) 546-3323, kvolk@threelakesd.k12.wi.us.

PHILOSOPHY

Co-curricular activities are considered a regular part of the educational program and offer opportunities that are unique. The privilege of participating in athletic programs and activities is extended to all students providing they are willing to assume certain responsibilities. The greatest benefit for student participants is to be a credit to themselves, their parents, school, and community.

Therefore, it is always expected that student participants display the following:

- High standards of behavior
- Outstanding sportsmanship
- Proper respect for members of their organizations, opponents and those in authority, to include teachers, coaches and officials
- Use language which is socially acceptable; profanity will not be tolerated

This document is designed to provide clear information to parents and students regarding School District of Three Lakes athletics and activities grades 7-12. The Activities Director or designee is responsible for enforcing an athletic and activities code to which School District of Three Lakes students must adhere. It is required that all students and parents involved in athletics and activities understand and sign documentation as determined by administration indicating their understanding of the information contained in this document. Ignorance of the rules within this document is not a valid excuse for noncompliance.

ATHLETIC/CO-CURRICULAR ACTIVITIES

Athletics/Co-Curricular Activities are an integral part of the Three Lakes School District. Participation in Three Lakes athletics/activities is a privilege, not a right. Our program provides opportunities, recognition, and increased responsibilities. The opportunities provided for all students who complete an athletic/activity season will be recognized with some type of award and/or certificate of participation. The Three Lakes co-curricular programs are designed with regulations that promote an effective experience. This code is established to provide clear and consistent expectations for students participating in District sponsored programs. The code is intended to assist students in identifying unacceptable behaviors and informing them and their parents and or legal guardians of penalties that will be enforced for violations of its rules. Taken together with any coaches' rules or expectations, the code is intended to define those that govern the ideals of good citizenship, fair play, and responsibility for one's individual actions.

Activities as they relate to this Activity Handbook will be categorized as athletic, non-athletic with public performance, and special recognition. It is important to understand that violation(s) will result in sanctions in all of these categories. Athletic regulations are clearly defined as they pertain to academic or training violations contained herein.

1. Athletic programs include: Baseball, Basketball, Cross Country, Football, Golf, Hockey, Soccer, Softball, Track & Field, Trap Shooting, and Wrestling.
2. Non-athletic programs with public performances includes, but are not limited to: Drama, Forensics, Science Olympiad, Skills Olympics, Science Symposium, FBLA, and Solo/Ensemble (vocal and instrumental).
3. Special Recognitions are opportunities where students have been nominated or voted to represent the school. These activities include, but are not limited to: Hugh O'Brian Youth Leadership, Badger Boys State, Badger Girls State, Student Council, Class Officers, Prom Court, Homecoming Court, and DAR Good Citizen.

PRIOR TO PARTICIPATION

Before a student may participate in a game or event, the student and their parents or legal guardians must:

1. Each school year attend one general high school athletic code presentation that is held before the fall sports season and at which:
 - a. Copies of the high school athletic code will be made available
 - b. The high school athletic code and the coaches' expectations will be explained and reviewed
 - c. Substance abuse and alcohol and other drug issues will be reviewed
 - d. Any policies that the Board has with respect to bullying or hazing will be reviewed
2. Sign the athletic code annually and the coaches' expectations rules of the sport in which the student is participating and submit them to the head coach when the student and parents/guardians agree to make the commitment as described including responsibility and accountability.

Student/Parent Signatures

- Use of Technology Agreement/Student Handbook Acknowledgment
- Registration/Medical Forms

These are all considered part of our required registration process. If these are not completed during the first two weeks of school, the privileges of field trips, extra-curricular events, all sports and computer use will be rescinded until the forms are complete.

3. Complete the WIAA examination and permit card, as well as the district insurance notice and submit them to the head coach.

PHYSICAL EXAMINATION AND PARENTAL APPROVAL

A student-athlete, whether an adult or not, must have written permission of parents to participate in school athletics and he/she must have a physical examination (signed by a licensed physician or advanced practice nurse prescriber) every other school year.

A physical examination taken April 1 and thereafter is valid for the following two school years. Physical examination taken before April 1 is valid only for remainder of that school year and the following school year.

ELIGIBILITY RULES

In order to participate in the interscholastic athletic program at Three Lakes Schools, a student must meet all the eligibility rules of the WIAA and those eligibility rules set forth by Three Lakes administration and the Board of Education.

1. A student must hand in, to the Activities Director, an Activity Participation Agreement which will be issued to them at the beginning of their first sport season each school year. The Agreement will be in effect until their next school year.
2. No athlete who is suspended from one sport for disciplinary reasons shall be eligible to compete in another sport during the term of the suspension.
3. No athlete who leaves one sport shall be eligible for another sport during that same season without the consent of both coaches involved. The decision must occur during the first 25% of the season.

ACADEMICS

Three Lakes School Eligibility Standards are as follows for all co-curricular special recognition, non-athletic with public performance, and athletics.

1. A student is ineligible for activities if they have a grade lower than C- in one or more subjects for their full- time class load. If the grade is a D+, D, or D- and their current quarterly GPA is 2.0 or greater, the student is eligible. This ineligibility will be determined in the following manner:
 - a. A student must be enrolled full time and passing all of their classes. A full-time student is defined as a student enrolled in 6 credits or more for the year, with exceptions as approved by the principal.
 - b. Students may elect an “overload” class, which does not carry the same penalty. Students are required to designate their “overload” class at the beginning of the school year for eligibility purposes to the Activity Director or Principal. It is the position of the school district that students be required to pass all of the graduation-required courses. However, as an effort to enhance and encourage continued education an “overload” course will not withhold a student’s eligibility for co-curricular activities.
 - c. A student who is ineligible due to grades on a 9-week report card, will be ineligible to participate in athletic activities during a minimum of 2 weeks (10 school days) with an option to practice the 3rd week (11-15th school days), if the student provides the activities director with an academic release signed by all teachers that shows student is eligible, but they still may not participate in a contest during the 3rd week. The 3-week period will begin the day after the notice of academic ineligibility is given to the student and parent. At the end of the 3-week period, the student must present the 7- 12 Activities Director with an academic release form signed by all the student’s teachers, indicating the academic progress of the student for possible reinstatement. The student may travel with the team and be on the sidelines (out of uniform) providing, team bus departure is 3:00 p.m. or later or a non-school day.
 - d. A student who is ineligible due to grades at the end of the last quarter of the year will serve the academic suspension as defined by the WIAA. The ineligibility period shall be the lesser of:
 - i. 21 consecutive calendar days beginning with the date of earliest allowed competition in a sport or
 - ii. 1/3 of the maximum number of games/meets allowed in a sport (rounded up if one-third results in a fraction). The student will not be allowed to practice during the first 10 practices during the suspension. The student may travel with the team and (out of uniform) sit on the

- bench or be on the sidelines; providing, team bus departure is 3:00 p.m. or later.
2. In an effort to avoid academic ineligibility at the end of a 9-week period for a required full-time status subject, teachers will evaluate students at progress report time. Any student who is ineligible due to grades at that time will be ineligible to participate in practice or contests until grades are changed to enable eligibility.
 3. A student must carry enough credits to maintain full-time student status (5.5 credits for Jr. High and 6.0 credits or more for year for High School). With exceptions as approved by the Principal.
 4. A student who is enrolled in some courses in a university, college, vocational school or some similar institution:
 - a. Must maintain full-time student status (i.e. Youth Options).
 5. A student regains eligibility immediately if incompletes are made up within two weeks after a grade reporting period.
 6. If a student misses 3 or more consecutive school days due to vacations, or other prolonged anticipated absences, we require students to use our Anticipated Absence Form. This ensures that there will be no unpleasant surprises with a student's academic grades and safeguards our student's eligibility for their extra- curricular activities.

CO-CURRICULAR PARTICIPANT REGULATIONS

Participants

The co-curricular activity handbook applies to all participants in athletic, non-athletic with public performance, and special recognition activities and is in force for the entire calendar year.

Participation Agreement

All co-curricular participants must have on file with the Activities Director a signed participation agreement.

Dual-Sports Participation

Students are allowed to request the ability to participate in two WIAA sports during the same season. If a student wishes to request consideration to be approved as a dual-sport student-athlete; they must obtain an application form from the athletic director and follow the established guidelines as set forth in the application. During the application process, the student-athlete will need to designate a primary sport and a secondary sport. In order for a student- athlete to participate in dual-sports for any given season, they must have a completed and approved application form submitted to the Athletic Director before the first date of practice set forth by the WIAA for their primary sport of participation.

Attendance

In order to compete in a contest, a student must attend all of their classes on the day of the contest or they must have a legitimate excuse as defined below. Attendance in a class constitutes being in the classroom for not less than half of the class period. (Competition on non-school days will be dependent on attendance of the last school day prior to the event). Students should also be in school the morning after a contest, if school is in session. Repeated absences from school will warrant a phone call to or a conference with the parents to make them aware of the abuses that may warrant a suspension from the next contest.

Legitimate excuse is an appointment to: doctor, dentist, court appearance, funeral, or situation specifically approved by Activities Director or Principal in advance.

INJURIES

The head coach/advisor must be notified immediately of any injury that occurs at practice or during a contest.

Whether or not medical attention is necessary, an accident report form shall be filed with the Activities Director secretary. In the event of any serious injury, the most efficient emergency medical service will be obtained.

TRANSPORTATION

Transportation after practice will be provided (by the school) for all co-curricular participants.

All participants will ride to and from contests on school-provided transportation. Participants living along the route to the contest may be picked up or dropped off at a pre-arranged spot with a written parent request. Parents may transport their children home from a contest by notifying the head coach/advisor in person, and state in writing that they will take responsibility for their child. Participants who will ride home with a responsible adult must have a permission form approved by the Activities Director or Principal prior to the day of the contest. Due to the position of liability in which the district may be placed with regard to this type of situation, a violation of the above is a serious rule infraction and will result in a conference with the Activities Director, Coach, Student, and parent/guardian; and the student will be suspended from the next contest.

SPECIFIC PARTICIPATION RULES

Coaches/advisors of individual activities may establish more specific rules for their programs. Items which may be covered, include academics, conduct, actions, appearance, diet, practice attendance and curfew. WIAA, conference, and school rules will apply. Specific rules may not set aside or replace WIAA, conference, or school rules. A copy of specific rules must be provided to and approved by the Activities Director prior to the start of the season.

Participants and parents/guardians will be provided with a copy of these rules to sign and return to the Coach/Advisor at the start of a season.

EQUIPMENT

- The care and maintenance of equipment will be the co-responsibility of the student and the school district.
- The student is responsible for immediately turning in equipment at the end of the season. Individual awards may be withheld if equipment is not turned in.
- The student and their parents are financially responsible for all of the student's equipment.
- If a student has failed to return or pay for their equipment from a given activity, that student will not be permitted to participate in any other activities until they do so.

CO-CURRICULAR CODE OF CONDUCT

Students at Three Lakes School District are expected to exercise appropriate behaviors in the school and broader community. Members of activities and student-athletes earn the privilege to represent Three Lakes through their positive participation in academics and exemplary personal behaviors. The Three Lakes Board expects this "Code of Conduct" to be followed by all students participating in activities and athletics. This code shall be in effect on a year-round (12 month) basis.

VIOLATIONS OF THE CODE OF CONDUCT

The following is a list of violations of the Code of Conduct. This is not an exhaustive list. Other behaviors may be considered violations of the Code of Conduct (See Conduct Unbecoming Clause below) by the Activities Director or designee.

1. Any violation of civil or criminal laws;

2. Vandalism to public or private property;
3. Hazing or inappropriate initiation activity;
4. Attendance at a party with underage drinking or where controlled substances are present, possessed, (including sold or bought) illegally;
5. Any behavior resulting in in-school or out-of-school suspension from school;
6. Possessing, using, transmitting (including selling), buying or being under the influence of alcohol or controlled substances;
7. Using tobacco products;
8. Serious, multiple, and/or repeated infractions of Three Lakes Student Handbook(s) over a student's career at the Three Lakes School District

REPORTING

Co-curricular Code violations may be observed or reported by administration, faculty, parents, students, community members, and law enforcement personnel. Discretion is used when acting on anonymous tips, phone calls or letters. A known violation charge will be reported to administration within 30 days after the alleged offense occurred. A violation occurring during the summer months should be reported within two-weeks of the start of the school year. Administration reserves the right to prosecute violations at any time.

DETERMINING VIOLATIONS

The Three Lakes Activities Director or designee will conduct all investigations into potential violations. The Activities Director or designee will determine if behaviors are violations of the Code of Conduct following a due process hearing with the student(s) in question.

PENALTIES for VIOLATING THE CODE

A violation involving possession, use, transmitting (including selling), buying or being under the influence of alcohol, controlled substance(s), vaping, or tobacco products:

- Student shall be suspended from 25 percent of their current activities and/or sport(s). If not currently in a sport, the 25 percent penalty will occur in their next sport/activity. Suspensions will be carried over to the next sport/activity if the total consequence can't be satisfied in the current sport and/or activity. Suspensions are from interscholastic competitions in sports and suspension from participation in meeting/events from activities. The Activities Director or designee will inform the student, guardians, and coach/advisors of the consequences rendered. The Activities Director will also monitor its implementation.
- Upon the second violation(s) of the Code of Conduct, the student shall be suspended from 50 percent of their current activities and/or sport(s). If not currently in a sport, the 50 percent penalty will occur in their next sport/activity. Suspensions will be carried over to the next sport and/or activity if the total consequence has not been satisfied in the current sport or activity. Suspensions are from interscholastic competitions in sports and suspension from participation in meeting/events from activities. The Activities Director or designee will inform the student, guardians, and coach/advisors of the consequences rendered. The Activities Director will also monitor its implementation.
- If a student violates the Code of Conduct for a third time, the student participant shall be suspended from ALL activities for one-year from the date of the third violation.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

In-school suspension is the removal of a student from class to be placed in a supervised suspension room on the school premises. Out-of-School suspension is the removal of a student from class(es) and building. Parents will be notified. A suspension whether in-school or out-of-school, ½ day, full day or multiple days carries with it NO

extra- curricular participation during the parameters of the suspension . That means no practices, games, field trips, school club meetings or outings.

SCHEDULE OF CONSEQUENCES

<i>Code Violation</i>	<i>Assessment</i>	<i>Practice</i>	<i>Penalty</i>
First Offense		Yes	25% Contests
Second Offense	Recommended	Yes	50% Contests
Third Offense	Recommended	Yes	75% Contests
Fourth Offense	None	No	Career Suspension

CONDUCT UNBECOMING CLAUSE

Representing Three Lakes Junior/High School as a co-curricular participant is a privilege and an honor. Students should always be mindful that they represent their school, community and their respective teams/clubs.

The Three Lakes School District will reinforce and uphold the rules and expectations for student conduct in ALL situations. This applies to ALL school-sponsored activities and actions occurring outside of school functions.

Any of the following types of misconduct during Three Lakes Junior/High School participation may result in suspension from participation in school events:

- Showing disrespect to staff members, fellow students, community members etc.
- Inappropriate language
- Lewd or otherwise inappropriate behavior
- Consistent tardiness or absenteeism
- Behavior that could bring discredit to the Three Lakes School District
- Dishonesty
- Any other infraction within the TL student handbook or co-curricular handbook

Corrective action for conduct unbecoming is at the discretion of the Activities Director or designee. Multiple acts of inappropriate behavior may result in a formal code violation.

HONESTY CLAUSE

Honesty Clause is defined as a student self-reporting a violation to any member of the administration, coach or co-curricular director without the violation being witnessed or reported to Three Lakes administration, staff, law enforcement or board members. A student who self-reports a first violation, the suspension shall be reduced to 10 percent of contracted contests. This honesty clause shall only apply to the first offense violation. This process must occur within 72 hours of the violation.

APPEALS PROCESS

The student has the right to appeal the decision of the Activities Director or Principal within 5 school days from receiving written notification of the suspension to the Superintendent or Designee. The Superintendent or Designee of the School District who shall convene a panel consisting of: himself/herself, together with two faculty members not involved in the event or athletic activity in which the student is involved to review the suspension. The Superintendent shall render a decision within 5 school days. Should the student not be satisfied with the results from the Superintendent he or she shall have the right to appeal that suspension to the School Board. The appeal to the Board must be within 5 school days of

SUDDEN CARDIAC ARREST

118.2935 Sudden cardiac arrest; youth athletic activities.

1. In this section, "youth athletic activity" has the meaning given in s. 118.293 (1) (c).
2. In consultation with the Wisconsin Interscholastic Athletic Association and at least 2 pediatric cardiologists, one of whom is employed by the Medical College of Wisconsin and one of whom is employed by the University of Wisconsin-Madison Medical School, the department shall develop information for the purpose of educating athletic coaches and pupil athletes and their parents or guardians about the nature and risk of sudden cardiac arrest during youth athletic activities. The department shall include in the information developed under this subsection at least all of the following:
 - a) Information about the risks associated with continuing to participate in a youth athletic activity after experiencing one or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate.
 - b) Information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing.
 - c) Information about how to request, from a pupil's health care provider, the administration of an electrocardiogram, in addition to a comprehensive physical examination required to participate in a youth athletic activity, at a cost to be incurred by the pupil's parent or guardian.

(3m) At the beginning of a season for a youth athletic activity offered to persons who are 12 years of age or older, the person operating the youth athletic activity shall ensure that the information developed under sub. (2) is included in the information sheet required to be distributed under s. 118.293 (3) (a).

3. This section does not create any liability for, or a cause of action against, any person.
4. This section does not apply after June 30, 2032.

History: 2021 a. 210.

CONCUSSION AWARENESS INFORMATION

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. All concussions are brain injuries. The WIAA recommends avoiding the use of nicknames like "ding" or "bell ringer" to describe concussion because those terms minimize the seriousness of concussion. A concussion can be caused by a blow to the head or even a blow to the body alone. The force moves or twists the brain in the skull. It is important to know that loss of consciousness is not required to have a concussion. In fact, less than 10 percent of athletes lose consciousness. A concussion is a very complex physiologic event that causes a problem with brain function not brain structure. Therefore, CT/CAT scan and MRI are usually normal in athletes with concussion.

Imaging studies may be needed to rule out brain bleeds, but are not indicated in all head concussions. Even what appears to be a mild blow to the head or body can cause the brain to suddenly shift or move. This motion can injure and damage brain cells. Research has shown that this damage may take up to 2 weeks to heal, but it can take longer. There are unique concerns surrounding concussion in high school sports:

- Adolescents are more vulnerable and get concussions more often
- Adolescents take longer than adults to heal from concussion, unlike musculoskeletal injuries
- Most high schools may not have access to a team physician or an athletic trainer for all of their teams & activities, thus the responsibility for identifying a possible concussion falls on athletes, coaches and parents
- High school players can be reluctant to admit their symptoms for fear of removal from the contest

Concussion affects people in four areas of function:

- Physical - This describes how they feel: headache, nausea, vomiting, dizziness, tired and loss of consciousness (which is uncommon in concussion).
- Thinking - Poor memory and concentration, responds to questions more slowly and asks repetitive questions. Concussion can cause an altered state of awareness and thinking.
- Emotions- A concussion can make a person more irritable or sad and cause mood swings.
- Sleep - Concussions frequently cause trouble falling asleep and may wake athletes up overnight, which can make them more fatigued throughout the day.

Based on recent high school injury surveillance information, the following sports have the highest risk of concussion based on athletic exposures (practice + competition). Concussions occur most frequently in the following sports (in order): football, boys & girls ice hockey, girls' lacrosse, girls' soccer, boys' lacrosse, wrestling, girls' basketball, girls field hockey, boys' soccer, softball and boys' basketball.

Noticeable in this data is that the risk for girls is much higher than boys in the same sports; in fact, soccer & basketball carry twice the risk for concussion in girls than boys. Most importantly, concussion can happen to anyone in any sport. Concussions also occur away from organized sports in physical education class, on the playground, while skiing or snowboarding, and when involved in a motor vehicle collision. Everyone involved with high school athletics must be alert for potential injuries on the field and be able to recognize signs and symptoms of concussion. While coaches are not expected to make a diagnosis of concussion, it is expected for coaches to be aware that their athletes may have a concussion and then hold them out of all activity until a healthcare provider medically clears them. Signs are what can be seen by others, like clumsiness, while symptoms are what the injured player feels, like a headache. Remember, athletes should report their symptoms, but they may not unless they are asked and even then it is important to consider that athletes may not be telling the truth. Thus, it is important for schools to educate their athletes, coaching staff and parents in the preseason about the seriousness of concussion and the importance of athletes honestly reporting their symptoms and injuries.

These are some SIGNS concussion (what others can see in an injured athlete):

- Dazed or stunned appearance
- Change in the level of consciousness or awareness
- Confused about assignment
- Forgets plays
- Unsure of score, game, opponent
- Clumsy
- Answers more slowly than usual
- Shows behavior changes
- Loss of consciousness
- Asks repetitive questions or memory concerns

These are some of the more common SYMPTOMS of concussion (what an injured athlete feels):

- Headache
- Nausea
- Dizzy or unsteady
- Sensitive to light or noise
- Feeling mentally foggy
- Problems with concentration and memory
- Confused
- Slow

Injured athletes can exhibit many or just a few of the signs and/or symptoms of concussion. However, if a player exhibits any signs or symptoms of concussion, the responsibility is simple: remove them from participation.

"When in doubt sit them out." It is important to notify a parent or guardian when an athlete is thought to have a concussion. Any athlete with a concussion must be seen by an appropriate health care provider before returning to practice (including weight lifting) or competition. Note: WIAA Sports Medical Advisory Council identifies a physician and licensed athletic trainer (LAT) under the direct supervision of a physician as an appropriate health care professional for determining return to play other than the same day. While all concussions are serious injuries, some injured athletes will require emergency care. Anytime you are uncomfortable with an athlete on the sideline, it is reasonable to activate the Emergency Medical System (911). The following are reasons to activate the EMS, as any worsening signs or symptoms may represent a medical emergency: Loss of consciousness, this may indicate more serious head injury; Decreasing level of alertness; Unusually drowsy; Severe or worsening HA; Seizure; Persistent vomiting; Difficulty breathing

If neuropsychological testing is available, ideally a baseline or pre-injury test is obtained prior to the season. This baseline should be done in a quiet environment when the athlete is well rested. It is felt that baseline testing should be repeated every two years for the developing adolescent brain. If there is no baseline available, the injured athlete's scores can be compared to age established norms. The WIAA feels that neuropsychological testing can be a very useful tool with regard to concussion management.

RETURN TO PLAY

Current recommendations are for a stepwise return to play program. In order to resume activity, the athlete must be symptom free and off any pain control or headache medications. The athlete should be carrying a full academic load without any significant accommodations. Finally, the athlete must have clearance from an appropriate health care provider. The program described below is a guideline for returning concussed athletes when they are symptom free. Athletes with multiple concussions and athletes with prolonged symptoms often require a very different return to activity program and should be managed by a physician that has experience in treating concussion. The following program allows for one step per 24 hours. The program allows for a gradual increase in heart rate/physical exertion, coordination, and then allows contact. If symptoms return, the athlete should stop activity and notify their healthcare provider before progressing to the next level.

STEP 1: About 15 minutes of light exercise: stationary biking or jogging.

STEP 2: More strenuous running and sprinting in the gym or field without equipment.

STEP 3: Begin non-contact drills in full uniform. May also resume weight lifting.

STEP 4: Full practice with contact.

STEP 5: Full game clearance.

PREVENTION

There is nothing that truly prevents concussion. Education and recognition of concussion are the keys in reducing the risk of problems with concussion. Proper equipment fit and use may reduce the risk of concussion. However, helmets do NOT prevent concussion. They are used to prevent facial injuries and skull fractures. Most importantly, proper technique for hitting/contact are vital, for example, athletes who lower their heads while making a football tackle have a significantly higher risk for concussion and neck injuries. Athletes should never lead with the head or helmet. Further reading and additional material can be obtained at the following locations:

- www.nfhs.com
- www.nfhslearn.com (free concussion education video)
- www.cdc.gov/concussion/headsup/high_school.html (Heads Up program)
- www.wisportsconcussion.org (Wisconsin Sports Concussion Collaborative)

If you suspect a player may have a concussion, that athlete should be immediately removed from play. The injured athlete should be kept out of play until they are cleared to return by an appropriate health care provider. If the athlete has a concussion, that athlete should never be allowed to return to activity (conditioning, practice or competition) that day. Athletes with a concussion should never be allowed to return to activity while they still have symptoms. A player with a concussion must be carefully observed throughout the practice or competition to be sure they are not feeling worse. Even though the athlete is not playing, never send a concussed athlete to the locker room alone and never allow the injured athlete to drive home. Most concussions are temporary and they resolve without causing residual problems. However, in the adolescent population, 10-20% of athletes that have a concussion have signs or symptoms that persist beyond two weeks. These symptoms of headache, difficulty concentrating, poor memory and sleep disturbances can lead to academic troubles among other problems. Concussion symptoms may even last weeks to months (post-concussion syndrome). Allowing an injured athlete to return too quickly increases the risk for repeat concussion. Repeat concussion may cause Second Impact Syndrome. Second Impact Syndrome is a rare phenomenon that happens only in young athletes that causes rapid brain swelling and death. Repeat concussions may increase the chance of long-term problems, such as decreased brain function, persistent symptoms and potentially chronic traumatic encephalopathy (a disorder that cause early degeneration of the brain similar to what is seen with Alzheimer's disease). A major concern with concussion in the high school athlete is that it can interfere with school performance. The signs and symptoms of poor short-term memory, concentration and organization may temporarily turn a good student into a poor student. The best way to address this is to decrease the academic workload by potentially taking time off from school or going partial days. Injured athletes should have extra time to complete homework and tests, and they should be given written instructions for homework. New information should be presented slowly and repeated. Injured athletes will need time to catch up and may benefit from tutoring. If an athlete develops worsening symptoms at school, he/she should be allowed to visit the school nurse. The school and coaches should maintain regular contact with the injured athlete's parents to update progress. Athletes with a concussion should return to full speed academics without accommodations before returning to sports. Rest is the essential component of concussion treatment. Further contact is to be avoided at all costs due to risk of repeat concussion and Second Impact Syndrome. Physical exertion can also worsen symptoms and prolong concussion recovery- this includes aerobic conditioning and resistance training. Physical activity should not be started without authorization by an appropriate health care provider. It is also important to remember that the athlete's concussion can interfere with work and social events (movies, dances, attending games, etc.). It is important for injured athletes to sleep as often as possible. It is also helpful for parents to decrease brain stimulation at home by limiting video games, computer time, text messaging, and TV/movies.

Neuropsychological testing has become more commonplace in concussion evaluation as a means to provide an objective measure of brain function. It is best used as a tool to help ensure safe return to activity and not as the only piece of the decision-making process. Testing is currently done using computerized neuropsychological testing (example: ImPACT, Axon Sports) or through a more detailed pen and paper test.

SPECIAL AWARDS

The following are special award opportunities available to students who have upheld and maintained the ideals of our school district philosophy, have met the criteria of the award, and are selected by coaches and administrators where applicable.

TOM AINSWORTH AWARD

The Tom Ainsworth Award was initiated in 1949 in memory of Tom Ainsworth. He was a devoted scholar and athlete who vividly displayed qualities of scholarship, leadership, citizenship, character and athletic ability during his school career. Each year, a committee comprised of teachers, coaches and administration has the responsibility of considering a recipient of the award. To qualify, the recipient must show distinct qualities, but to keep this an exceptionally selective award, the boy must display all qualities through four years of high school.

The Tom Ainsworth Award is the highest athletic award a male Three Lakes graduate can receive. Because of the demanding qualifications for the award, it may not have a recipient every year. To maintain the prestige of the award, the selection of recipients must be done with discretion. An award remains coveted only if it is achieved through dedication.

EDITH GODLESKI AWARD

The Edith Godleski Award was first presented to Lynn Fisher in 1967. This award is presented to the female athlete who displays outstanding athletic ability as well as qualities of leadership, dedication, and scholarship. In order to keep this an exceptionally selective award, the girl must display all of these qualities through four years of high school.

The Edith Godleski Award is the highest athletic award a female Three Lakes graduate can receive. Because of the demanding qualifications for the award, it may not have a recipient every year. In order to maintain the stature of the award, great care and discretion are used in selecting its recipients.

CLARK KUEHL "GO-GETTER" AWARD

Presented in honor of "Lion" Clark Kuehl. This award is presented to an athlete or athletes, boy or girl, or both, who best exemplifies the ideals of desire, hustle and willingness to work long and hard. This award may not be presented annually.

MIKE McBRIDE "TEAM-MAN-SHIP" AWARD

Presented to an athlete who displays a strong work ethic and positive attitude in practice and games. One who is willing to sacrifice individual interests for the good of the team. This award does not have to be awarded every year. A boy and girl may be considered but it is not necessary to have both or either.

"CY" WILLIAMS AWARD

The Cy Williams Award is presented to a junior or senior boy who displays high moral character, cooperation, leadership, and all-around baseball ability. The recipient of the Cy Williams Award is chosen by the head baseball coach, the principal, and the athletic director.

FRAN BLOEMERS AWARD

This is the most coveted softball award a senior player can receive at Three Lakes High School. The standards for the Fran Bloemers award are high such that this award may or may not be awarded every year. The recipient of this award shall show strong moral, academic, and athletic characteristics. She should also exhibit outstanding

leadership and team-man-ship skills along with consistent high performance on the field throughout her entire high school softball career.

JEFF NELL AWARD

This award is presented in memory of a former Junior High Coach, Jeffrey Nell. It is given to the best all- around junior high male student-athlete. This student should regularly display, during both junior high years, the qualities of character, citizenship, leadership, service, and athletic achievement. This is not necessarily an annual award. The recipient of the Jeff Nell Award is chosen by the junior high teaching and coaching staff and principal.

JUNIOR HIGH OUTSTANDING GIRL AWARD

This award is given to the best all-around junior high female student-athlete. This student should regularly display, during both junior high years, the qualities of character, citizenship, leadership, service, and athletic achievement. This is not necessarily an annual award. The recipient is chosen by the junior high teaching and coaching staff and principal.

Concussion Policy

HEAD INJURIES AND CONCUSSION - When in Doubt, Sit Them Out!

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. All concussions are brain injuries. The WIAA recommends avoiding the use of nicknames like “ding” or “bell ringer” to describe concussion as those terms minimize the seriousness of concussion.

A concussion is most commonly caused by a direct blow to the head, but can also be caused by a blow to the body. Even what appears to be a mild blow to the head or body can result in a concussion. It is important to know that loss of consciousness is not required to have a concussion. In fact, less than 10% of athletes lose consciousness.

A concussion is a complex physiologic event that causes problems with brain functioning (energy use and communication between nerves), but does not cause swelling or bleeding that affects brain structure. Therefore, CT/CAT scan and MRI are usually normal in athletes with concussion. Imaging studies are not indicated for most concussions, but may be needed in some instances to rule out more severe injuries, like brain bleeds.

Research has shown that concussion in the adolescent age range takes longer than previously thought to recover, with 20-30% of high school athletes taking over 4 weeks to fully recover. Athletes must be fully recovered before considering medical clearance to return to full participation.

There are unique concerns surrounding concussion in high school sports:

1. Adolescents get concussions more often than collegiate and professional athletes
2. Adolescents take longer than adults to heal from concussion
3. Most high schools may not have access to a team physician or an athletic trainer for all of their teams & activities, thus the responsibility for identifying a possible concussion falls on athletes, coaches and parents
4. High school players may try to hide symptoms or be reluctant to admit their symptoms due to fear of removal from play

High school injury surveillance research has shown the following sports have higher risk of concussion: Football, Boys & Girls Soccer, Boys & Girls Ice Hockey, Boys & Girls Lacrosse, Boys & Girls Wrestling, Girls Field Hockey, Competitive Cheer, and Girls Basketball.

Noticeable in this data is that the risk for girls is higher than boys in the same sports; in fact, soccer & basketball carry twice the risk for concussion in girls than boys. It is unclear why girls appear to have a higher risk of concussion.

Most importantly, concussion can happen to anyone in any sport. Concussions also occur away from organized school sports: physical education class, on the playground, while skiing or snowboarding, and when involved in a motor vehicle collision. Coaches

and athletic trainers need to be aware of non-sport injuries and how they affect participation.

Everyone involved with high school athletics must be alert for potential injuries on the field and be able to recognize signs and symptoms of concussion. While coaches are not expected to make a diagnosis of concussion, coaches are expected to be aware of possible injuries and understand that their athletes may have a concussion. Any athlete with a suspected concussion should be held out of all activity until medically cleared by a healthcare provider. It is important for athletes and coaches to communicate possible injuries to the athletic trainer, parents, and teachers.

Schools should educate their athletes, coaches and parents in the preseason about the seriousness of concussion and the importance of athletes honestly reporting their symptoms and injuries. This education should also include information on the school policy (supported by state law and WIAA guidance) on the steps an athlete with a concussion must complete to return to participation.

SIGNS AND SYMPTOMS

Signs are what can be seen by others, like clumsiness / stumbling off the field. Symptoms are what the injured player feels, like a headache. Remember, athletes should report their symptoms, but they may not unless they are directly asked about how they feel. Even then, it is important to consider that athletes may not be telling the truth.

These are some SIGNS of concussion (what others can see in an injured athlete):

Dazed or stunned appearance

Change in the level of consciousness or awareness

Confused about assignment

Forgets plays

Unsure of score, game, opponent

Clumsy

Answers more slowly than usual

Shows behavior changes

Loss of consciousness

Asks repetitive questions or memory concerns

Concussion SYMPTOMS are often categorized into four main areas:

1. Physical – This describes how they feel: headache, nausea, vomiting, dizziness, tired and loss of consciousness (which is uncommon in concussion). Vision and balance problems are also recognized as potential signs and symptoms of a concussion.

2. Thinking or Cognitive – Poor memory and concentration, responds to questions more slowly and asks repetitive questions. Concussion can cause an altered state of awareness and thinking.

3. Emotions – A concussion can make a person more irritable or sad and cause mood swings.

4. Sleep – Concussions frequently cause trouble falling asleep and may wake athletes up overnight, which can make them more fatigued throughout the day.

Injured athletes can exhibit many or just a few of the signs and/or symptoms of concussion. However, if a player exhibits any signs or symptoms of concussion, the responsibility is simple: remove them from participation. A student-athlete should never return to play on the same day. “When in doubt, sit them out.”

It is important to notify a parent or guardian of any student-athlete with a suspected concussion. All student-athletes with a concussion must be evaluated and receive written medical clearance by an appropriate health care provider before returning to practice (including conditioning and weight lifting) or competition.

Some injured student-athletes may require emergency care & necessitate the activation of the Emergency Medical System (911). If you are uncomfortable with the athlete on the sideline or unable to ensure they are going home to a safe environment, it is reasonable to activate EMS/911. The following are other examples to activate EMS:

1. Loss of consciousness, as this may indicate more severe head injury
2. Concern for cervical spine injury
3. Worsening symptoms
4. Decreasing level of alertness
5. Unusually drowsy
6. Severe or worsening headaches
7. Seizures
8. Vomiting
9. Difficulty breathing

MANAGEMENT

If you suspect a player may have a concussion, that student-athlete should be immediately removed from play. The injured student-athlete should be kept out of play until they are cleared to return by an appropriate health care provider. If the athlete has a concussion, that athlete should never be allowed to return to activity (conditioning, practice or competition) that day. Student-athletes with a concussion should never be allowed to return to activity while they still have symptoms.

A player with a concussion must be carefully observed throughout the practice or competition to be sure they are not feeling worse. Even though the athlete is not playing, never send a concussed athlete to the locker room alone, as the athlete might not have the wherewithal to understand and report worsening symptoms. Do not allow the injured athlete to drive themselves home.

Most concussions are temporary and will completely resolve without causing residual or long-term problems. About 20-30% of high school athletes will take longer than a month to recover. This prolonged recovery is commonly known as Post-Concussion Syndrome (PCS). Common PCS symptoms include headache, difficulty concentrating, poor memory, mood changes and sleep disturbances. This prolonged recovery often leads to academic troubles, family and social difficulties.

Allowing an injured athlete to return too quickly increases the risk for repeat concussion. Repeat head injury while still recovering from a concussion may cause Second Impact Syndrome. This is a rare phenomenon occurring in young athletes that leads to rapid brain swelling, brain damage and potentially death (50% of cases).

Repeat concussions may increase the chance of long-term problems, such as decreased brain function, persistent symptoms and potentially chronic traumatic encephalopathy (CTE), a disorder that causes early degeneration of the brain. It is felt that these long-term complications are very rare in high school athletes, and the risk can be minimized by proper reporting and care of every concussion. The development of CTE is still an unclear pathway that requires more research.

RETURN TO LEARN

A major concern in high school student-athletes is that concussion can negatively affect school performance and grades. Symptoms (headache, nausea, etc.), poor short-term memory, poor concentration and organization may temporarily turn a good student into a problem student. The best way to address this is to decrease the academic workload, and potentially taking time off from school or attending partial days (although time missed should almost always be less than 5 days). Injured athletes should be allowed extra time to complete homework and tests, and they should be given written instructions for homework. New information should be presented slowly and repeated. Injured athletes will need time to catch up and may benefit from tutoring. If an athlete develops worsening symptoms at school, he/she should be allowed to visit the school nurse or take a rest break in a quiet area. The school and coaches should maintain regular contact with the injured athlete's teachers and parents to update progress.

Athletes with a concussion must return to full speed academics without accommodations before returning to sports (practice and competition).

RETURN TO PLAY

In order to resume activity, the student-athlete must be symptom free and off any pain control or headache medications that they were not taking prior to the concussion. The athlete should be carrying a full academic load without any significant accommodations for 1-2 days. Finally, the athlete must have written medical clearance from an appropriate health care provider.

The program described below is a guideline for returning concussed student-athletes when they are symptom free. Student-athletes with multiple concussions and athletes with prolonged symptoms often require a prolonged or different return to activity program and should be managed by a physician that has experience in treating concussion.

The following program allows for one step per 24 hours. The program allows for a gradual increase in heart rate/physical exertion, coordination, and then allows contact. If symptoms return, the athlete should stop activity and notify their healthcare provider before progressing to the next level.

STAGE ONE: Daily activities that do not increase symptoms (gradual reintroduction of school, work and walking).

STAGE TWO: Light aerobic exercise: slow to medium pace jogging, stationary cycling. No resistance training. No increase in symptoms. This stage allows for increased heart rate - begin with <55% of max HR, but if tolerating, can progress to <70% of max HR.

STAGE THREE: Sport-specific exercise: moderate to higher intensity running or skating drills, but no activities with risk of head impact. This allows for increased heart rate and agility/movement.

STAGES 4-6 should only begin after the resolution of any symptoms, abnormalities in cognitive function, and any other clinical finding related to the current concussion, including during and after physical exertion.

STAGE FOUR: Non-contact training: Higher intensity aerobic fitness, and non-contact/non-collision team training drills (e.g., passing drills). May begin progressive resistance training. This increases coordination and thinking during sport.

STAGE FIVE: Full contact practice. Written medical clearance is required to resume contact or high-risk activity, allowing the athlete to participate fully in normal training activities. This restores confidence and allows coaches to assess functional skills.

STAGE SIX: Full clearance / Normal game play.

PREVENTION/RISK REDUCTION

There is nothing that truly prevents concussion. Education and recognition of concussion are the keys in reducing the risk of problems with concussion.

Wisconsin State Concussion Law (Act 172) was passed in 2011. This law mandates distribution of preseason educational information to be reviewed by coaches, athletes and parents. It also recommends immediate removal of any athlete with a suspected concussion and no same day return to play. Finally, all injured athletes require written medical clearance from an appropriate health care professional.

All schools should have an Emergency Action Plan for each team and practice / competition area. This plan can be used for any medical emergency from a concussion to a neck injury to anaphylaxis (severe allergic reaction).

The WIAA encourages every member school to promote concussion education and bring about a positive change in culture by discussing concussion with all teachers, coaches, athletes and parents. We recommend a preseason discussion with athletes and families to set expectations for what will happen if a student has a suspected concussion, including the steps the student must go through to return to play. Coaches should use in-season concussions as “teachable moments” to remind teammates about the importance of reporting their injuries and supporting their injured teammate through the recovery process.