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STUDENT POLICIES GOALS

It is the desire of the River Ridge School Board of Education to provide an effective educational program for each student. The student's educational development is the central concern of the Board's policies and the administrative regulations.

Therefore, the Board expects the positive involvement of students and staff in the many learning opportunities making up the educational program. Administrators and teachers are expected to devote their time and effort to sound preparation and management of instruction and its many related learning activities. The Board expects a reasonable amount of commitment and effort on the part of all students, commensurate with their ability and skill development. The Board also desires every student to have an opportunity whereby he/she may achieve the maximum benefit from his/her school education.

APPROVED: July 1, 1995

EQUAL EDUCATIONAL OPPORTUNITY

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

The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired. The River Ridge School District Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education. It is the policy of the River Ridge School District Board of Education that no person on the basis of race, color, creed, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

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

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year and posted in the school building. In addition, a student nondiscrimination statement shall be included on student and faculty handbooks, course selection

handbooks and other published materials distributed to the public describing school activities and opportunities.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9, Wisconsin Administrative Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973

CROSS REF.: 411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995

AMENDED: January 10, 2001, March 17, 2016

DISCRIMINATION COMPLAINT PROCEDURES

Any complaint regarding the interpretation or application of the district's student nondiscrimination policy shall be processed in accordance with the following grievance procedures:

1. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.
2. The district administrator, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The district administrator will review with appropriate persons, the facts comprising the alleged discrimination. Within 15 days after receiving the complaint, the district administrator will decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.
3. If the complainant is dissatisfied with the decision of the district administrator, he/she may appeal the decision in writing to the Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 15 days after the hearing. Copies of the written decision shall be mailed or delivered to the complainant and the district administrator.
4. If the complainant is dissatisfied with the Board's decision, he/she may within 30 days appeal the decision in writing to the State Superintendent of Public Instruction.
5. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional educational need shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.
6. Copies of these complaint procedures shall be included in staff and student handbooks.

MAINTENANCE OF COMPLAINT RECORDS

Records of all student discrimination complaints shall be kept for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.

4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9, Wisconsin Administrative Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1973
Section 504 of the Rehabilitation Act of 1973

APPROVED: July 1, 1995

AMENDED: January 10, 2001, March 17, 2016, September 12, 2018

HOMELESS EDUCATION PROGRAM

It is the policy of the board to ensure that homeless children and youth are provided with equal access to its educational programs as provided to other children and youths who reside in the district. They shall be provided services comparable to services offered other children attending District schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, gifted and talented programing), vocational and technical education programs and school nutrition programs. No homeless child or youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship. It includes children and youths who:

- a. Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- b. Are living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations
- c. Are living in emergency shelters
- d. Are abandoned in hospitals
- e. Have a nighttime residence that is public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, substandard housing, bus or train stations, or similar settings
- f. Runaway children or children who are abandoned
- g. Are living in cars, parks, public spaces, abandoned buildings, or similar settings

Migratory children and unaccompanied youth (youth not in physical custody of a parent or guardian) may be considered homeless if they meet the definition listed above.

The Local Educational Agency Liaison for homeless children and youths (RRSD’s Title I Coordinator) will ensure that:

- a. Homeless children and youths residing in the District are identified by school personnel and through coordination activities with other entities and agencies.
- b. Homeless children and youths enroll in, and have full and equal opportunity to succeed in school in the District.
- c. Homeless families, children and youths receive educational services for which they are eligible and referrals to other appropriate services.

- d. The parent/guardian of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
- e. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services such as the schools and family shelters.
- f. Enrollment disputes are mediated in accordance with legal requirements.
- g. The parent/guardian of a homeless child and any unaccompanied homeless youth is fully informed of transportation services that may be available to them under the law and assist them in accessing such transportation services.

Legal References: McKinney-Vento Homeless Assistance Act
(Title X, Part C of the No Child Left Behind Act)
Wisconsin State Statute 118.75

Approved: November 11, 2009

Revised: February 25, 2019

411.3

ENSURING THE EDUCATIONAL STABILITY OF CHILDREN IN OUT-OF-HOME CARE (FOSTER CARE)

The District shall collaborate with the county child welfare agency in ensuring the educational stability of children in out-of-home care (foster care). “Foster care” refers to 24-hour substitute care for children placed away from their parents and guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. To the extent required under applicable law, a child in foster care under this policy also includes children who an appropriate child welfare agency indicates are awaiting a foster care placement.

Children in foster care shall have equal access to the same free, appropriate public education as provided to other children in the District. They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including educational services for which the children meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

The **District Administrator** has primary administrative-level oversight of the District’s services for children who are in foster care. He/she, or a qualified administrative-level designee, shall be responsible for (1) providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to ensuring the educational stability of children in foster care; and (2) reasonably monitoring compliance with such assurances.

The District's Title I Coordinator shall serve as the District's primary point of contact for the education of children in foster care. The District's designated point of contact will be the primary liaison for the representatives of child welfare agencies who also have responsibility for ensuring the educational stability of children in foster care.

The District's point of contact for the education of children in foster care will work with administrators and other District personnel to periodically review existing policies, procedures, practices, and data to identify and develop proposals to remedy and remove barriers that children in foster care may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services (such as guidance counselors), in accessing academic programs, academic activities, or extracurricular activities, or in receiving appropriate credit for prior academic work.

The District's point of contact for the education of children in foster care will also:

1. Coordinate with the points of contact and other appropriate representatives of child welfare agencies and of other educational agencies on the implementation of the Title I provisions related to ensuring the educational stability of children in foster care.
2. Assist appropriate child welfare agency representatives in making "best interest of the child" education decisions, including particularly the determination of whether or not it is in a child's best interest to remain in his/her school of origin or to enroll in a new school. As examples, the District's point of contact may (a) be involved in defining a process for making such decisions; (b) coordinate input from, or other participation by, other District staff; and (c) make, or assist in making, the District's evaluation of the available and relevant information in a specific case. The determination of a child's best interest in relation to school enrollment involves giving consideration to all factors relating to a child's best interest, including but not limited to the appropriateness of the current educational setting and the proximity of the child's placement to the school(s).
3. Facilitate the continued enrollment of a child in foster care in his/her school of origin; or, if remaining in the school of origin is determined not to be in the child's best interest, facilitate the child's immediate enrollment in a new school even if the child is unable to produce records normally required for enrollment.
4. Request, facilitate, and confirm, as applicable, the timely transfer of student records any time a child in foster care will be enrolling in a school (within or outside of the District) other than the school the child is currently attending (or most recently attended).
5. Coordinate the implementation of local transportation procedures related to children in foster care and the resolution of any transportation cost disputes, in consultation with the **District's Business Manager** and in accordance with established procedures.
6. Facilitate the sharing of student record information with child welfare agency personnel in a manner that is consistent with applicable legal requirements, any applicable record sharing agreements, and established District policies and procedures regarding the maintenance and confidentiality of student records.

7. Have shared responsibility for ensuring that children in foster care attending schools in the District have access to and receive the educational services and supports and specialized programming for which they are eligible.
8. Assist, as needed, with addressing concerns that may arise regarding the regular school attendance of a child in foster care.
9. Collaborate with other District staff and, if appropriate, with child welfare agency representatives, to assist children in foster care with their educational transitions (e.g., from early childhood education to elementary school, elementary school to middle school/junior high school, middle/junior high school to high school, and from high school to post-secondary options).
10. For a child in foster care who is a high school student and who is newly enrolled in high school in the District, ensure that the child meets with a high school guidance counselor to review previous course work and the awarding of credit for such course work, review credits needed for graduation, and review the options available to the child for meeting the graduation requirements.
11. Coordinate professional development activities and resources and serve as a local resource, as needed, for other District staff related to the Title I provisions and the educational needs of children in foster care.
12. Working with administrators and other District staff as needed, coordinate the collection and appropriate reporting of any data that is needed to meet the established legal requirements related to children in foster in care.

Legal References:

Wisconsin Statutes

- | | |
|---------------------------------------|--|
| Section 48.38(4) | [requirements of what must be included in child placed in out-of-home care's permanency (case) plan, including information about the child's education and school placement] |
| Section 48.383 | [reasonable and prudent parent standard; authorizes foster parents and other out-of-home caregivers to consent to a child's participation in extracurricular and other designated activities] |
| Section 48.64(1r) | <u>[child welfare agency notification of placement of school-age child in foster care]</u> |
| Section 48.78 | [confidentiality of records maintained by child welfare agencies; includes a provision allowing for the confidential exchange of information between the agency and a public school consistent with section 938.78 of the state statutes] |
| Section 115.298(1)(b) | [school board authority to enter into memorandum of understanding with a county department of social services/human services or tribal organization to disclose information contained in student records under section 118.125(2)(q) of the state statutes when the parent/guardian of a student or an adult student does not grant permission for disclosure] |

[Section 118.125\(2\)\(q\)](#) [access to student records by caseworker, county departments of social services/human services and tribal organizations if legally responsible for care and protection of the student and authorized to have access to the student's case plan]

[Section 938.78](#) [confidentiality of records maintained by a child welfare agency; includes authority to enter into interagency agreement with a school board for the confidential exchange of information regarding an individual in the care or legal custody of the agency]

Federal Laws

Title I, Part A of the Elementary and Secondary Education Act [[20 U.S.C. §6311\(g\)\(1\)E](#) and [§6312\(c\)\(5\)](#) - educational agency requirements related to ensuring the educational stability of children in foster care]

Title IV of the Social Security Act [[42 U.S.C. §671\(a\)\(10\)](#) and [§ 675\(1\)\(G\)](#) - child welfare agency requirements related to supporting normalcy for children in foster care and ensuring the educational stability of children in foster care]

APPROVED: May 10, 2017

PROCEDURES FOR PROVIDING TRANSPORTATION FOR CHILDREN IN OUT-OF-HOME CARE (FOSTER CARE)

When such transportation is required by federal law and when a District school is the particular child's school of origin, the District's procedures addressing the transportation of children in foster care to their schools of origin are as follows:

A. Transportation Planning

1. A representative of the relevant child welfare agency or the child's agency-designated foster parent or adult caregiver should give clear notice to the District, as soon as practicable, that a child in foster care needs, or may need, transportation to a District school that is the child's school of origin. Such notice may be given in writing or verbally directly to the District's designated point of contact for the education of children in foster care, or in writing to the applicable building principal.
2. When the District is notified that a child in foster care needs, or may need, transportation to a District school serving as the child's school of origin, the District's designated point of contact for the education of children in foster care, or his/her designee, will promptly take steps to establish an individualized plan that addresses how transportation to maintain the child in his/her school of origin will be arranged, provided, and funded for the duration of time that the child is in foster care and attending the school of origin.
3. After the District receives notice of a new or pending foster care placement for which a District school would be considered the child's school of origin and for which the child needs or may need transportation, the District will promptly begin the process of establishing an individualized transportation plan. The transportation plan for the child shall be established in consultation with appropriate District staff, appropriate representatives of the child welfare agency (such as the child's caseworker), and may also include obtaining input from others who may be involved in education or other decision-making for the child, such as the foster parent or other designated caregiver.
4. The transportation plan for the child will normally be in writing and will normally include the following information:
 - a. A transportation strategy for providing transportation to and from the school of origin on school days, inclusive of identifying:
 - the mode(s) or method(s) of transportation,
 - the person or entity responsible for providing the transportation, and
 - if applicable, the person or entity who is responsible for making any specific arrangements that are necessary to the implementation of any method or mode of transportation.

- b. To the extent applicable, a description of how the child's school-related transportation will be funded, particularly when the planned transportation involves additional costs as defined under applicable laws and regulations.
- c. Identification of any further approvals that must be obtained or any contracts or intergovernmental agreements that must be executed in order to implement the transportation plan (e.g., for purposes of funding).
- d. A communication protocol that the District, representatives of the applicable child welfare agency, and other relevant persons (such as the child's foster parent) will use in order to:
 - address any questions or concerns that arise with the transportation plan (including considering possible adjustments to the child's transportation plan),
 - communicate to the District, as soon as possible, any relevant changes in the child's out-of-home placement that are relevant to the transportation plan, including prompt communication to the District from the child welfare agency who is responsible for the child's care and placement that there is a likely or imminent change in the child's status as a child who is in an out-of-home placement (e.g., that the child will be exiting foster care).

B. Transportation Strategies

Applicable federal law requires procedures to ensure that children in foster care who need transportation to the school of origin promptly receive that transportation, and to ensure that such transportation is arranged and provided in a cost-effective manner that is reasonable under the specific circumstances.

Possible methods of transportation, the reliability, safety, distance, and overall commuting time associated with possible methods, and the effect that particular transportation arrangements may have on the child's education and well-being are factors that are relevant to consider for purposes of both the educational placement decision (i.e., whether the student should attend his/her school of origin) and in preparing a transportation plan for a child who is placed at his/her school of origin.

The cost of transportation may not be considered when determining which school enrollment is in a child's best interest, but the cost and funding of different possible methods of transportation are relevant in arranging a transportation plan for a child who is placed at his/her school of origin.

C. Funding for Providing Transportation if Additional Costs Are Involved

If the transportation plan for a child in foster care involves additional costs, as defined/allowed under applicable state and federal laws and regulations, the plan will identify the means by which the child's transportation will be funded.

When the District is involved in preparing a transportation plan under these procedures, the Business Manager or his/her designee shall, upon request, identify an average transportation cost per student any time the participants in the planning process are considering a transportation option that is likely to involve qualifying additional costs.

Except to the extent that any law or regulation is enacted that provides specific and over-riding funding directives, the District will attempt to pursue, and may expressly agree with one or more child welfare agencies to mutually implement, the following priorities and options for funding any additional transportation costs:

1. Unless both the District and the applicable child welfare agency mutually agree that an alternative funding approach is more appropriate to the specific circumstances, the District and agency will first prioritize any funding sources that represent additional aid/funding that would not otherwise be available to use for other purposes if transportation to the school of origin involving additional costs were not being provided for a child. That is, additional funding means an amount of money that the District or agency would not otherwise be entitled to receive and to use for another qualified purpose if the child were not being provided with the transportation in question.
2. If the available additional aid and funding does not sufficiently address the funding of any additional costs of transportation, then the District and each applicable child welfare agency will evaluate and attempt to reach agreement on a means of funding the child's school transportation plan using other strategies and sources of funds.

D. Disputes Related to the Transportation of a Child in Foster Care

Except to the extent that any law or regulation is enacted that provides any over-riding dispute resolution directives or procedures, if there is disagreement between or among the parties that are involved in determining the method of transportation to the child's school of origin and/or the funding of any additional costs associated with providing such transportation, the District will attempt to pursue, and may expressly agree with one or more child welfare agencies to mutually implement, the following dispute resolution procedures:

1. A meeting will be scheduled that involves the District Administrator (or a qualified and knowledgeable senior-level designee) of each applicable school district and child welfare agency. The parties will attempt to self-mediate the dispute. By mutual agreement, the parties may involve a third party to act as neutral mediator in this process.
2. If the attempt to self-mediate is unsuccessful, or if all relevant parties mutually agree to proceed directly to this step, the parties will attempt to utilize any dispute-resolution process that may be offered by a state-level agency for this purpose (e.g., by the Department of Public Instruction and/or the Wisconsin Department of Children and Families).

3. If the dispute is not resolved after attempting the dispute-resolution methods listed above (to the extent available), then the parties may pursue any other mutually-agreeable means of resolving the dispute, or, in the absence of such agreement, any party may take such additional steps as are deemed necessary to protect its interests and achieve a resolution to the dispute.

Interim Methods of Transportation. In the event of a dispute regarding the method of transportation that will be used to transport a child to his/her school of origin, the District will attempt to identify and make a good-faith effort to arrange for the implementation of a short-term (interim) transportation strategy that will be used for a defined period of time so that the child can promptly receive transportation to the school of origin.

Interim Funding of Transportation. In the event of a dispute between the District and one or more other educational or child welfare agencies regarding the amount of or the means of funding additional costs of transportation to a child's school of origin that is located within the District, the District and any such agency will attempt to define a mutually-agreed-upon, interim funding arrangement that will be implemented for a defined period of time so that the child can promptly receive transportation to the school of origin. In the absence of a voluntary interim funding arrangement, and in order to promptly provide transportation while a dispute is pending, the District will attempt to pursue, and may have an express agreement with one or more child welfare agencies to mutually implement, a default interim funding arrangement under which the District and the child welfare agency that is responsible for the placement and care of the child will each pay an equal share of the disputed additional costs of transportation on an interim basis until the funding dispute is resolved.

The final resolution of a funding dispute may require the full or partial reimbursement of funds that were expended under an interim arrangement for the payment of the costs of additional transportation during the pendency of a funding dispute.

To the extent the procedures above conflict with any specific written agreement that the District reaches with a child welfare agency or other party, the specific written agreement shall govern the interactions involving the District and such agency or other party.

APPROVED: July 12, 2017

FULL TIME STUDENT

The River Ridge School District shall consider a student to be a full-time student if he/she meets any one of the following conditions:

1. The student is enrolled in the District's four-year-old or five-year-old kindergarten program for the regular school hours of his/her assigned kindergarten program.
2. The student is enrolled in an elementary school, middle school or junior high school in the District (grades 1 through 8), and is scheduled in classes or approved school activities for the entire school day as defined by the District.
3. The student is enrolled in high school in the District, and carries a minimum of 6.5 credits per year, and the student has been scheduled to participate in a class or District-approved activity during each class period of each school day. Such District-approved activities include, but are not limited to, various non-credit earning activities as well as partial-day participation in District-approved programs or placements as described in the next paragraph.
4. The student is enrolled in the District and is approved for and participating in an alternative school/educational program or other District-approved educational program or placement. This includes, but is not limited to, any program or placement defined through a program or curriculum modification, programs for children at risk of not graduating from high school, school-age parent programs, work-based learning programs, gifted programming, programming to remediate truancy, and programs leading to high school graduation or a high school equivalency diploma.
5. The student has been evaluated by an individualized education program (IEP) team or Section 504 team, prescribed an IEP or Section 504 plan, and is participating in educational programming and services in accordance with the IEP or Section 504 plan. This includes children who are at least 3 years old and who are eligible for and receiving special education services through the District's early childhood program.

A full-time student's District-approved classes need not necessarily be classes that are offered by or in the District. For example, students who have received District approval to take one or more non-District courses through the Youth Options program, the "Course Options" program, contracted educational services, inter-district cooperative agreements, etc., do not lose their full-time status based upon including such courses in their schedule.

Whether and to what extent the District is permitted to include a student in the District's various membership counts for school finance purposes is not determined exclusively by their status as a full-time student as defined within this policy. However, this policy's definition of full-time student shall apply to the membership count process to the extent that (1) a District-based determination of full-time status is relevant to the membership count process, and (2) the District is financially responsible for the student's educational program. This policy shall not be interpreted in a manner that would prevent the District from including a student in its

membership count where state law and related Department of Public Instruction procedures clearly permit inclusion (for example, where the student is a resident student attending public school in another school district under a District-paid tuition agreement, the full-time public school open enrollment law, or a tuition waiver under [section 121.84\(4\)](#) of the state statutes). Notwithstanding this policy, a student must additionally meet the full-time student definition and other eligibility requirements of the Wisconsin Interscholastic Athletics Association (WIAA) in order to participate on WIAA member school interscholastic athletic teams.

Legal References:

Wisconsin Statutes

Section 115.28(7)(e)	[alternative education programs]
Section 115.787	[individualized education programs for students with disabilities]
Section 115.915	[programs and services for school age parents]
Section 118.14	[age of students]
Section 118.15(1)(c)	[programs leading to high school graduation or high school equivalency diploma]
Section 118.15(1)(d)	[program or curriculum modifications]
Section 118.153	[programs for children at risk of not graduating from high school]
Section 118.35	[gifted and talented programs]
Section 118.52	[course options]
Section 118.55	[youth options program]
Section 118.56	[work-based learning programs]
Section 121.004(5)	[“membership” definition for purposes of reporting student membership count]
Section 121.004(7)	[“pupils enrolled” for membership count purposes]
Section 121.02(1)(f)	[school district standards; minimum hours of direct student instruction]
Section 121.05	[budget and membership report]
Section 121.90(1)	[“number of pupils enrolled” for revenue limit purposes]

Wisconsin Constitution, Article X [free public education for persons between the ages of 4 and 20]

Federal Laws

Individuals with Disabilities Education Act	[programs and services for students with disabilities]
Section 504 of the Rehabilitation Act of 1973	[disability discrimination; reasonable accommodations]

APPROVED: October 11, 2017

SCHOOL ADMISSIONS

Any student seeking school admission in the District must reside within the established boundaries of the District, except as otherwise provided by law and/or Board policy.

Individuals enrolling a student are expected to follow the District's registration procedures, including providing appropriate documentation of the student's age and in-District residency (or other status that permits admission to a District school). The District's registration procedures shall be sufficiently flexible so as to not unlawfully interfere with the prompt admission, school placement, and attendance of children in a special legal status that provides rights and protection regarding school enrollment (e.g., homeless, foster care, Safe at Home program participants, etc.)

Students admitted to the District's elementary and secondary schools shall present immunization records as required by law. Students entering kindergarten in the District shall also be requested to provide evidence that they have had their eyes examined by an optometrist or evaluated by a physician.

School assignments and grade placements shall be made by the administrative staff in accordance with District procedures. Students transferring from other school systems or non-District programs are required to provide a transcript of academic accomplishments at the previous school/program, or the address from which this data may be secured. If insufficient academic transcript information is available, students may be required to take appropriate academic tests to assist in making a placement.

The District shall not discriminate in admissions to any school, class, program or activity or facilities usage on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, parental or marital status, homelessness status, sexual orientation, or physical, learning, emotional or mental disability or handicap. This does not, however, prohibit placing a student in a school, class, program or activity based on objective standards of individual performance or need. Discrimination complaints shall be processed in accordance with established procedures.

Nothing in this policy shall prevent the District from denying the admission of a student during the term of his/her expulsion from another Wisconsin public school, out-of-state public school or independent charter school in Wisconsin, or from setting enrollment conditions that the expelled student must meet in order to be admitted, consistent with legal requirements.

Legal References:

Wisconsin Statutes

<u>Section 115.997</u>	[interstate compact on educational opportunity for military children]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.135</u>	[eye examinations for students entering kindergarten]
<u>Section 118.14</u>	[age of students for admission]

- Section 118.145 [high school admission; includes private school and tribal school students taking high school courses]
- Section 118.51 [full-time public school open enrollment]
- Section 118.52 [course options; includes nonresident public school students taking individual courses]
- Section 118.53 [attendance in public school courses by home-based private educational program students]
- Section 120.13(1)(f) [authority to deny admission of student during term of expulsion]
- Section 120.13(1)(h) [conditional enrollment of expelled students]
- Section 121.77 [admission of nonresident students]
- Section 121.84 [admission of nonresident students; tuition waivers]
- Section 165.68 [address confidentiality program]
- Section 252.04 [immunizations required upon school admission]

Wisconsin Administrative Code

PI 9.03(1) [student nondiscrimination in school admission policies]

Federal Laws

McKinney-Vento Homeless Education Assistance Act [equal access for homeless students; required policies to remove barriers]

Title I, Part A of the Elementary and Secondary Education Act [20 U.S.C. §6311(g)(1)E and §6312(c)(5)] [educational agency requirements related to ensuring the educational stability of children in foster care]

Title IV of the Social Security Act [42 U.S.C. §671(a)(10) and § 675(1)(G)] [child welfare agency requirements related to supporting normalcy for children in foster care and ensuring the educational stability of children in foster care]

LEGAL REF.: Sections 115.28(8) Wisconsin Statutes

115.80

118.13

118.14

118.15

140.05(16)

PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995, October 11, 2017

AMENDED: January 10, 2001

PROCEDURES FOR PLACING TRANSFER STUDENTS

Any student who has been in attendance in an educational program other than in the River Ridge School District for a period of 90 days or more, and who wishes to enter or re-enter the District shall be required to comply with the following procedures:

A. **Grade Placement**

The District reserves the right to determine grade placement of all students entering or re-entering the school system. The building principal, with the assistance of the guidance counselor and other appropriate staff members, shall determine all grade placements of students.

Consideration shall be given to the grade level which the student has attained at the time of entry or re-entry based upon the academic records received from the student's previous school. If transcripts or other records evidencing the student's level of academic achievement, subjects completed, credits earned and/or results of standardized testing are unavailable, incomplete or if accreditation/certification of previous schooling is not able to be secured, a standardized test(s) may be administered to determine the student's achievement level and appropriate grade placement. This test shall be administered by the building principal or designee. Placement decisions shall be made based on the test results and the student's ability to demonstrate learning appropriate to the proper placement.

Students identified as having special needs (e.g., students with disabilities, English language learners) shall be placed in appropriate programs and provided appropriate services in accordance with established District policies and procedures and applicable legal requirements.

B. **High School Placement**

High school credits shall be awarded based on the academic record information received and/or the results of any placement/achievement tests. Course credits earned at a public high school or other accredited high school shall generally be accepted as recorded by the former school, with the credit units being adjusted if necessary to reflect the District's comparable units. Transfer credit may be rejected if the District determines that the nature of the work reflected by the proposed transfer credit has no reasonable correlation to credit-eligible work in the District. High school credit for work completed while in a home-based private educational program will be based on an assessment of all information that is made available to District staff in light of the District's high school curriculum and course standards.

Approved transfer credits will be identified as either satisfying a specific graduation requirement or as elective credit that has been completed in excess of required credits. As determined under the applicable high school grading policy, the District will either (1) record

a transfer course on a pass/fail basis; or (2) associate and record a transcript grade with a transfer course.

C. Interim Placement Period

Each student placed in the District from schools or educational programs outside the District shall have an interim period of 45 days to demonstrate appropriate academic progress in the placement. If during this interim placement period school officials determine that the student's placement needs to be reviewed, the building principal or designee may make a placement revision.

D. Appeals

In the event that there is an appeal on behalf of the student regarding the placement of a student, a written appeal may be made to the building principal of the school in which the student is initially placed, and then to the District Administrator. The decision of the District Administrator shall be final.

Decisions regarding transfer courses, transfer credits, and grades associated with transfer courses for high school students may be appealed to the High School Principal and then to the District Administrator, whose decision on the appeal shall be final.

APPROVED: October 11, 2017

ENTRANCE AGE FOR 4K, 5K AND FIRST GRADE

No child may be admitted to 4-year-old kindergarten in the District unless the child is four years old on or before September 1 in the year he/she proposes to enter school. There shall be no early admission to 4-year-old kindergarten in the District. However, the District provides early childhood education services to qualifying children who are at least 3 years old to the extent required by law.

In most cases, in order to be admitted to 5-year-old kindergarten in the District a child must be five years old on or before September 1 in the year he/she proposes to enter school. However, a child who is under the standard legal age may be admitted to 5-year-old kindergarten under the legal age if the District determines that he/she has met the conditions and standards for early admission as outlined in District procedures.

In most cases, in order to be admitted to first grade in the District a child must be six years old on or before September 1 of the year he/she proposes to enter first grade and must have completed 5-year-old kindergarten. However, a child may be admitted to first grade under the standard legal age if he/she has already completed a 5-year-old kindergarten program or its equivalent, as determined by the District. A child may also be admitted to first grade under the legal age and/or without having completed a 5-year-old kindergarten program if the District determines that he/she has met the conditions and standards for early admission and/or for an exemption from the state's kindergarten completion requirement, as outlined in District procedures.

LEGAL REF.: Sections 115.28(8) Wisconsin Statutes
115.80
118.14

CROSS REF.: 422-Rule, Guidelines for Early Admission
342.1, Special Education

APPROVED: July 1, 1995

AMENDED: December 14, 2011, March 8, 2017

CONDITIONS, STANDARDS, AND PROCEDURES FOR EXCEPTIONS TO AGE/OTHER
ADMISSION REQUIREMENTS FOR KINDERGARTEN OR FIRST GRADE

I. Conditions and Standards for Admission

A. Early Admission to 5-Year-Old Kindergarten (5K) or First Grade Based Upon Successful Completion of a Full School Year of 4-Year-Old Kindergarten (4K) or 5K in another School System

If a child was previously granted early admission to 4K or 5K in another school system, and the child successfully completed a full school year of such a 4K or 5K program, the District may approve the child's early admission in 5K or first grade, as applicable, provided that the child's parent or guardian supports the early admission and the District determines that the weight of other available information (including the results of any specific assessments that may be conducted) suggests that placement in 5K or first grade, as applicable, would be an appropriate placement.

The child's parent or guardian is expected to bring such previous school attendance and early admission request to the District's attention as soon as reasonably possible, although this type of request can typically be evaluated with less advance notice than other requests.

B. Early Admission to First Grade Based Upon Successful Completion of 5K in the District

If a child has completed 5K in the District pursuant to the District's decision to allow early admission to 5K, the child's promotion to first grade shall be handled as a standard grade-to-grade promotion decision, and the parent or guardian is not required to file a request for early admission to first grade.

C. Early Admission to 5K without Prior Successful Completion of a Formal 4K

Under this section, the District does not accept applications for early admission to kindergarten for children who will turn five years old on or after December 1st of the school year in which the child is seeking early admission. However, the child's parent or guardian may choose to contact the District at or prior to the start of the school year in question to discuss whether the child's progress should be closely monitored during kindergarten for potential grade-level acceleration or for other curricular or program adjustments.

For children who will turn five years old between September 1st and December 1st of the school year in which the child is seeking early admission under this section (i.e., without prior successful completion of a 4K program, as provided in Section A), the District's

decision to approve or deny the request for early admission to 5K shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in 5K. The District will not approve a request for early admission to 5K under this section unless the District determines that the clear weight of the relevant and available information suggests that placement in 5K is a more appropriate placement than placement in 4K. In other words, exceptional circumstances must be identified.

Although the specific information that will be available and the specific considerations that will be relevant to each request for early admission will vary from child-to-child, the following conditions and standards reflect a common baseline for the assessment process:

1. If a child seeking early admission is an early reader, this is one relevant piece of information. However, variation in reading skills is the norm in this age group. Many children who are early readers enroll in kindergarten with their standard age-group peers, and that proves to be a sound long-term decision in regard to the child's overall welfare. In contrast, where a broader picture of the child's cognitive skills and aptitudes fall in a very-advanced range, such data tends to counsel more strongly in favor of early admission in terms of academic criteria.
2. The District's evaluation of the request shall consider whether there is evidence that the child has above-average skills, relative to other children entering 5K, in the following developmental areas:
 - The ability to address new situations or challenging tasks without signs of unusual levels of frustration, anxiety, avoidance or withdrawal.
 - The ability to follow instructions and independently begin tasks set out by those instructions.
 - The ability to successfully interact and play cooperatively with other children who are of the grade being considered.
 - The ability to participate effectively in group-based activities.
 - The ability to give sustained attention to a task or project.

D. **Early Admission to First Grade without Prior Successful Completion of a Formal 5K Program**

The District's decision to approve or deny a family's request for early admission to first grade shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in first grade. More specifically, a child who is not six years old on or before September 1 in the year he/she seeks admission to first grade may be admitted to first grade based upon the family's request as follows:

1. If the child will turn six years old before December 1st and the child has successfully completed an educational program that the District determines is substantially equivalent to the District's 5K program, the child's parent or guardian supports early admission to first grade, and the District determines that the weight of other available information (including the results of any specific assessments that may be conducted) suggests that placement in first grade would be a more appropriate placement than 5K, then the child may be admitted to first grade. In other words, exceptional circumstances must be identified.
2. If the child will turn six years old before December 1st but has not successfully completed a 5K program or its equivalent in another school system, a request for early admission to first grade will be granted only if the District determines that the clear weight of the relevant and available information suggests that initial enrollment in 5K would be an inappropriate placement for the child. Meeting this standard is intended to be difficult and exceedingly rare. At a minimum, the child must demonstrate the academic skills and aptitudes expected of a high-achieving student who is at the end of first grade.

E. **Automatic Exemption from the Kindergarten Completion Requirement Pursuant to State Law**

When a child who is otherwise eligible to be admitted to and enroll in first grade, and he/she has moved to Wisconsin from out-of-state after he/she turns five years old and before either commencing or completing first grade, state law automatically exempts the child from the kindergarten completion prerequisite if either of the following apply:

1. The jurisdiction from which the child moved has not established 5K as a mandatory prerequisite for entering first grade; or
2. The jurisdiction from which the child moved exempted the child from any applicable prerequisite that the child complete 5K in order to enter first grade.

In the two situations (identified above) where state law automatically exempts a child from the kindergarten completion requirement, the District and the parent or guardian may nonetheless mutually agree to place the child in kindergarten where it is agreed that such placement is in the best educational interests of the child.

F. **Conditions and Standards for Responding to a Request for a Discretionary Exemption from the Kindergarten Completion Requirement**

The District's decision to approve or deny a family's request to exempt a child from the kindergarten completion requirement for purposes of enrollment in first grade shall be based on an individualized assessment of the child's academic and social-emotional development and overall readiness to thrive in first grade.

Where a child meets the age requirements for admission to first grade, but the child has not completed 5K, the District or the child's parent or guardian, by request, may initiate a review of the child's overall readiness for enrollment in first grade and the appropriateness of allowing a discretionary exception to the kindergarten completion requirement. Such a child may be enrolled in first grade if:

1. The child has successfully completed a program for 5-year-old children that the school district deems equivalent to kindergarten, and the weight of other available information (including the results of any testing or other evaluations) suggests that placement in first grade would be at least as appropriate as placement in 5K; or
2. Notwithstanding that the child did not complete an educational program deemed equivalent to 5K, the District determines that the weight of available information (including the results of any testing or other evaluations) suggests that placement in first grade would be a more appropriate placement than placement in 5K.

A request for a discretionary exemption from the kindergarten completion requirement under this section shall be denied where the District determines that the weight of the available information suggests that the student is likely to struggle to achieve and grow at least at an average level among District students relative to first-grade academic and developmental standards.

II. Procedures

Requests for early admission or for a discretionary exemption from the kindergarten completion requirement (for first grade) shall be made and acted upon in accordance with the following procedures:

- A. Requests shall be submitted to the appropriate elementary school principal in writing by May 1 for the upcoming school year. The request shall include the rationale for making the request and the parent or guardian shall provide any academic records or other information as may be relevant to the request.
 1. Families moving into the District after the deadline specified above may submit a request no later than September 1.
 2. If a parent or guardian submits a request after the applicable deadline, the District may not be able to fully evaluate the request, and the request may be denied as untimely. The ability to evaluate a late request will depend, in part, on the extent to which relevant and determinative information is already available, such that there is no need to schedule and conduct specific new assessments.
- B. The principal or a designee shall meet with the child's parent or guardian to discuss the reasons for the request and to conduct an initial review of related student record information. If, at this meeting, the District determines that the child conclusively meets,

or does not meet, the District's standards for approval of the request, the request shall be approved or denied in writing. If the District determines that additional information or evaluation is needed, the District shall obtain parent or guardian consent to continue the process, and appoint appropriate staff members to complete any evaluation(s). Any testing or evaluations of the child may be scheduled sequentially such that the assessment process will continue only if determinative information is not identified.

1. The staff member(s) completing any evaluation(s) shall meet with the building principal or other administrative designee to analyze the results of the evaluation and any other data available to determine the appropriateness of the child's admission to kindergarten or first grade.
 2. The principal or a designee shall meet with the child's parent or guardian to present the results of the evaluation(s) and the District's decision with respect to the request. A written decision regarding the request will be provided to the parent or guardian and a copy kept on file in the District.
- C. If the request is approved, the District shall inform the parent or guardian that the initial placement shall be contingent on the child's successful adjustment to the placement, with a review of the placement to occur within 30 days of the child beginning attendance. The decision to continue or change the placement shall be made by the classroom teacher, principal, and student services personnel as necessary. Any decision to modify the child's placement shall be communicated to the parent or guardian in writing, and may be appealed to the District Board.
- D. If the request is denied, the notice of denial shall inform the parent or guardian of their opportunity to appeal the decision to the District Board. The appeal must be made in writing to the District Board within 10 days of receipt of the District's denial decision. The decision of the District Board shall be final.
- E. Where a family's request for early admission and/or for an exemption from the kindergarten-completion requirement has been denied, the parent/guardian is encouraged to continue to work with the District to monitor the child's progress for potential eligibility for future grade-level acceleration or for other curricular or program adjustments.

The conditions, standards and procedures identified in this rule are not intended to address any placement or other curricular or program determinations made for a student with disabilities pursuant to an individualized education program (IEP).

Adoption Date: March 8, 2017

ADMISSION OF NONRESIDENT STUDENTS

Nonresident students will be accepted as tuition students subject only to the limits of the buildings, available staff, and class size. Such students will be admitted only at the beginning of the school year. Exceptions will require the recommendation of the principal and the approval of the district administrator.

The Board shall make a written agreement with the student's parent(s) or guardian for the payment of tuition.

A student whose parent(s)/guardian moves from the district within the school year may be permitted to continue attending school as a tuition student until the end of the school year in which the move has occurred.

A student who is a resident of the district when he/she is classified as a senior and who is no longer a resident, shall be permitted to complete his/her senior year without payment of tuition, upon request of the student's parent or guardian.

A student whose parent(s)/guardian is a Wisconsin resident and plans to reside in the district may enroll as a tuition student. Tuition shall be refunded as long as residence is established within the time period specified by state law. Tuition must be paid by foreign students participating in a non-district-sponsored program.

The district reserves the right to terminate the enrollment of a tuition student and to refund a prorated amount of tuition, should a student be unable to meet established requirements.

This policy shall be administered by the principal under the supervision of the district administrator. Appeals to decisions made in regard to this policy may be made to the principal. Further appeals may be made to the district administrator and Board. The River Ridge School District Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education. It is the policy of the River Ridge School District Board of Education that no person on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
121.75 - 121.84
PI 9.03(1), Wisconsin Administrative Code
CROSS REF.: 411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995
AMENDED: January 10, 2001

422.1

TUITION WAIVER

Tuition waiver; special cases.

(1) (a) A school board may permit a pupil who is enrolled in a school under its jurisdiction and is a resident of the school district at the beginning of the school year to complete the school year at the school without payment of tuition, even though the pupil is no longer a resident of the school district.

(b) Upon request of a pupil's parent or guardian, a school board of a district operating high school grades shall permit a pupil who has gained 12th grade status in a high school under its jurisdiction and is a resident of the school district at the time of gaining such status to complete 12th grade at the high school without payment of tuition, even though the pupil is no longer a resident of the school district.

(c) A school board may permit a foreign exchange student to attend school in the school district without payment of tuition.

(2) The transportation requirement in s. 121.54 (2) shall not apply to transportation beyond the school district boundaries for pupils under this section.

(3) The school district of attendance shall continue to count pupils under sub. (1) in membership.

Section note: Chapters 29 and 78, Laws of 1977:
1986 Acts 29, 29 s, 3203 (431 td), 218:
1989 Act 31

SUBCHAPTER VI SPECIAL TRANSFER AID

121.845 Definitions. In this subchapter:

(1) "Attendance area" means the geographical area within a school district established by the school board thereof for the purpose of designating the elementary, middle, high or other school which pupils residing within the area normally would attend.

(2) "Minority group pupil" means a pupil who is a Black American, a native American, a Spanish surnamed American or an Oriental American and who has reached the age of 4 on or before September 1 of the year he or she enters school.

(3) "School" means an organized educational activity operated by the school board and approved by the department of public instruction.

Section note: 1985 Act 29

121.85 Special transfer program.

(1) DEFINITION. In this section, "net school cost" is the sum of the net cost of the general fund and the net cost of the debt service fund for the previous school year, plus any aid received in the previous year under this section.

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(2) APPLICABILITY OF SECTION. This section applies to transfers:

(a) Interdistrict.

1. By minority group pupils who reside in an attendance area in a school district where minority group pupils constitute 30% or more of the number of pupils enrolled in the school serving that attendance area and which the pupil would normally attend, from that district to a school in a school district where minority group pupils constitute less than 30% of the number of pupils enrolled in that school, as of May 1 of the prior year.

2. By nonminority group pupils who have reached the age of 4 on or before September 1 of the year they enter school and who reside in an attendance area in a school district where minority group pupils constitute less than 30% of the number of pupils enrolled in the school serving that attendance area and which the pupil would normally attend in the district from that district to a school in a school district where minority groups constitute 30% or more of the number of pupils enrolled in that school as of May 1 of the prior year.

(b) Intradistrict.

1. By minority group pupils who reside in an attendance area where minority group pupils constitute 30% or more of the number of pupils enrolled in the school serving that attendance area and which the pupil normally would attend, from that school to another school within the district where minority group pupils constitute less than 30% of the number of pupils enrolled in that school or to a school serving the entire district.

2. By nonminority group pupils who have reached the age of 4 on or before September 1 of the year they enter school and who reside in an attendance area where minority group pupils constitute less than 30% of the number of pupils enrolled in the school serving that attendance area and which the pupil normally would attend, from that school to another school within the district where minority group pupils constitute 30% or more of the number of pupils enrolled in that school or to a school serving the entire district.

(3) TRANSFER AGREEMENTS. In accordance with sub. (2) and with the approval of the parents or guardian of the pupil:

(a) Interdistrict. The school board of the district of residence and the school board of the district of attendance may enter into annual written agreements to permit a pupil to attend a public school outside the school district of residence.

(b) Intradistrict. The school board of the district may permit a pupil to attend a public school within the district which is outside the pupil's attendance area.

ADMISSION OF FOREIGN EXCHANGE STUDENTS

The Board of Education encourages participation with civic or community organizations that plan and execute exchange between foreign countries and the River Ridge School District. It is felt that the district will benefit from the students' presence in the class by adding dimensions of other cultures, by daily interactions between young people of different attitudes and viewpoints and the international students' special contribution in areas such as foreign language study, world literature and history classes, sports, music, theater, art and extracurricular activities.

A foreign exchange student shall become a part of the student body upon formal enrollment and shall be treated as any other student enjoying the privileges and responsibilities of attending school. The student shall be subject to the same transportation and other policies, rules of conduct and attendance requirements that apply to other students. A foreign exchange shall be allowed to participate in extracurricular activities and athletics available to them in the school. Eligibility requirements of the Wisconsin Interscholastic Athletic Association (WIAA), district athletic code and rules of the governing organization shall be followed.

A foreign exchange student must reside with a family that resides in the district. The local program representative or host family must provide the school with the following information concerning the student: (a) insurance (medical and accident insurance); (b) permission to participate in athletics; (c) physical examination form with required immunizations; and, (d) other information as requested.

A foreign exchange student shall be allowed to attend school tuition free. Special classroom fees, registration fees, lunch monies and special even fees or needs shall be the responsibility of the student, his/her parent/guardian or sponsor.

A foreign exchange student of senior standing may participate in the high school graduation ceremonies and receive a diploma if the high school graduation requirements are met or receive a certificate of attendance if the requirements are not met. A foreign exchange student not of senior standing shall receive a certificate of attendance upon completion of the year and shall not participate in graduation ceremonies.

The River Ridge School District will NOT exceed an enrollment of three (3) foreign exchange students in any one school-year.

Cross Ref.: Graduation Requirements

APPROVED: September 15, 2010

ADMISSION OF STUDENTS EXPELLED FROM OTHER DISTRICTS

Whenever a student seeks to enroll in the River Ridge School District, the District Administrator or building principal, prior to the student's admission or enrollment, shall inquire as to whether or not the student is currently under expulsion from another District. The District Administrator or Principal shall contact the student's prior school district to obtain the following information:

- Whether or not the student is currently expelled from that school district.
- Whether the student was expelled from a previously attended school district and, if so, whether the term of the student's expulsion is still in effect or has lapsed.
- If the student is currently under expulsion from a previously attended school district, the District Administrator or Principal, as the designee of the School Board, shall also obtain the written findings and order of expulsion, a written explanation of the reasons for which the student was expelled and the length of the term of the expulsion.

Upon receipt of the foregoing information, the District Administrator will contact the School Board President who will, as soon as practicable, cause the issue of whether to enroll the student to be brought before the Board. No student who is under expulsion from another school district at the time he or she seeks to enroll in the River Ridge School District will be admitted to enroll in the School District unless the Board determines by majority vote to admit the student or the District is otherwise required by law to provide education services to the student.

The School Board shall have exclusive discretion to determine, on a case by case basis, whether or not to admit a student currently under expulsion from a previously attended school district except as otherwise may be required by law. In making its determination as to whether or not to permit the student to enroll, the Board may consider the written information submitted pertaining to the expulsion, the recommendations of the District Administrator, building principal or other staff, the advice of legal counsel or such other information it deems relevant. The Board shall make its decision as soon as practicable after a request for admission is made.

LEGAL REF: Wisconsin Statute section 120.13(1) (f)

APPROVED: February 12, 1997

PUBLIC SCHOOL OPEN ENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

DELEGATION OF AUTHORITY

Subject to the exception that the School Board, each January, shall act upon any annual space availability determinations for purposes of nonresident open enrollment into the District, the

Board authorizes the District Administrator, or any administrative-level designee of the District Administrator, to make all other decisions and determinations that are necessary or permitted in connection with any open enrollment application or any open enrollment student under this policy and under any related Board-approved rule. However, this delegation of authority shall not be construed to prohibit the District Administrator from bringing any such decision or determination to the Board as he/she deems necessary or prudent.

NONRESIDENT OPEN ENROLLMENT STUDENTS

A nonresident student may apply for full-time enrollment in a public school in the District under the open enrollment program. Applications may be completed and submitted using DPI's online system or by completing the DPI's paper application form and submitting the paper application to the District Office. Upon receipt of any paper copy of a nonresident student's application to attend a school or program in the District, office staff shall affix a date stamp or a written and initialed date to the application and forward the application to the District Administrator or his/her designee for review and processing.

The District shall consider and apply the following criteria when deciding whether or not to accept (or, in some situations, revoke acceptance of) a nonresident student's application for full-time open enrollment:

- 1. Space Availability and Waiting Lists.**

The District shall consider the availability of space in the schools, programs, classes or grades within the District. When determining space availability, consideration may be given to desired class size limits, desired student-teacher ratios, overall building capacity, future enrollment projections, the projected number of sections of particular grades or courses, desired program-size limitations, and known or projected limitations on available staffing and other resources. Based upon a review of the relevant considerations, the Board shall annually establish, at a Board meeting held in January, space limitations applicable to nonresident open enrollment.

At a minimum, any annual determination of space availability shall involve at least a declaration of the District-wide number of nonresident open enrollment applications that the District intends to accept in conjunction with the subsequent regular application period, broken down (1) by grade (although two or more grades may be combined and treated as a single grade); and (2) by any established special education program or service that has identifiable space limitations. However, in any year in which the Board establishes a space limitation in any grade/program/service, the Board's determination of space availability may also indicate, at the Board's discretion in light of its assessment of the relevant factors, that no space limitations are needed in certain other grades/programs/services.

If the Board has taken action in January to limit the number of spaces that will be available in any grade(s), program(s), or service(s) for applications that are submitted during the regular application period (i.e., for enrollment in the following school year), then the District's consideration of nonresident alternative applications for open enrollment shall be limited as provided under DPI's administrative rules.

2. The Method of Random Selection Used to Determine which Applications Will Be Approved When There Are More Applications than Available Spaces.

If the District receives more student applications during the regular application period for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, subject to the following exceptions and preferences:

a. The District grants a guarantee of approval under the space availability criteria to the following applicants during the regular application period:

(1) Students who are currently enrolled in and attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).

(2) The siblings of any student who is currently attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).

b. As individual applications are selected and considered within the random selection process, the District grants preferential consideration to certain sibling-applicants as required by DPI rule. Specifically, if the District determines during the random selection process that there is space available to accept the individual student whose application is under immediate consideration, then the District shall give immediate consideration to the application(s) of any remaining sibling-applicants in the same family who applied for open enrollment at the same time. The application of any sibling who is entitled to preferential consideration under this paragraph shall be denied if there is no remaining space in such sibling's grade and/or in any special education program or service that may be required for the sibling.

The district administrator or his/her designee will receive the request, meet with principals and/or attendance officers and communicate with the requestor.

Waiting Lists for Acceptance of Open Enrollment Applications into the District.

a. The District does not create or administer waiting lists for applications received during the regular application period that are initially denied due to space limitations.

b. The District does not administer waiting lists for current-year open enrollment applications submitted by nonresident students under the alternative application procedure.

c. The District does not create or administer waiting lists for the assignment of accepted open enrollment applicants to specific schools/programs for which the applicant has expressed a preference.

3. Students with Disabilities.

If the special education or related services required for a student with a disability are not available in the District or if there is no space available in the relevant program/service(s), then

the application shall be denied. In any instance where an application is submitted by a student with a disability but there is no current IEP available for the student, the District will use the procedures defined in DPI's administrative rules to determine whether the District has the appropriate special education program or space.

If a nonresident student receives his/her initial individualized education program (IEP) while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, or if the District has approved an application for a student without an IEP and it is subsequently determined that the student is a child with a disability for whom there is either a record of a previous special education evaluation or a prior IEP based upon such evaluation, then the student may be returned to his/her resident district if the District determines either that the special education or related services required for the student are not available in the District or that there is no space available.

4. Students Referred for a Special Education Evaluation.

An open enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. To the extent permitted by DPI, and assuming other acceptance criteria are and continue to be met, such a student's parent or guardian may request that the District reconsider a denial under this criteria if the IEP (or a finding of no disability) is forwarded to and reviewed by the District prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists and if the District concludes that such reconsideration would not be prejudicial to any other applicant.

5. Discipline-Related Criteria.

a. The term of an applicant's expulsion overlaps with the proposed period of open enrollment. Consistent with state law authority, the District *may* deny the application and prohibit the enrollment of any student whose term of expulsion (for any lawful reason and regardless of when the expulsion occurs) from any public school, independent charter school in Wisconsin, or out-of-state public school overlaps with the proposed period of open enrollment.

b. The term of an applicant's recent expulsion from school does not overlap with the proposed period of open enrollment. The District may deny an application for full-time open enrollment in the District if a review of the student's disciplinary records indicates that the student-applicant has been expelled by any Wisconsin school district at any time during the current school year or preceding two school years for conduct falling in any of the four specific categories listed in the open enrollment statutes.

c. Disciplinary matters that are pending or that become pending while the application is under consideration. Subject to the limited exception defined in paragraph 4-e, below, if any disciplinary proceeding involving alleged conduct falling in any of the four specific categories listed in the open enrollment statutes is pending at the time the District notifies the student of his/her application status, the District shall deny the application.

d. Applicants must continue to meet discipline-related approval criteria after initial acceptance. The District shall revoke the prior acceptance of an open enrollment application if the District determines that student is, in fact, subject to a current expulsion order that would have disqualified the student's application under paragraph 4-a, above. In addition, subject to the limited exception defined in paragraph 4-e, below, the District shall revoke the prior acceptance of an open enrollment application if, at any time prior to the beginning of the school year in which the student will first attend school in the District, the District determines that the student either has been expelled or become subject to a pending disciplinary proceeding, as described in either paragraph 4-b or paragraph 4-c of this policy, above.

e. Limited Exception. In situations where a student's application was denied (including as a result of the revocation of an initial acceptance) due to a pending disciplinary matter, the District, upon the written request of the student's parent or guardian, will reconsider the status of the student's application if both of the following conditions are satisfied: (1) prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists, the District is able to determine that the prior pending disciplinary matter has been concluded in favor of the student; and (2) the District concludes that considering possible acceptance of the application would not be prejudicial to any other applicant.

6. Truancy-Related Criteria.

a. An open enrollment application may be denied if the student was habitually truant during any semester of attendance at a District school in the current or previous school year and the student had a further instance of truancy in that same semester after the District notified the student's parent or guardian of the habitual truancy.

b. Pursuant to the District's applicable truancy and attendance policies, if the District determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year. Under no circumstances shall any student have their open enrollment terminated under this paragraph unless the District has clear documentation that (1) the parent or guardian or student knew or should have known that the student's open enrollment could be terminated for habitual truancy; and (2) the student had at least one notice and opportunity to correct the truant behavior before being found to be habitually truant or before terminating the open enrollment. The District's relevant truancy and attendance policies are *431 Compulsory Student Attendance*; *431-Rule, Student Attendance Procedure*; *431-Exhibit (1), Early Non-Habitual Truant Letter*; *431-Exhibit (2) Letter for Student Beginning a Truancy Pattern*; *431-Exhibit (3), Attendance Report*; *431-Exhibit (4), Middle Stage Truant Letter*; *431-Exhibit (5), Notification of Habitual Truancy*; *431-Exhibit (6), Social Problem Report*; *431-Exhibit (7), Juvenile Court Referral Form*; and *432 Attendance Policy*.

7. "Best Interests" Determinations under the Alternative Open Enrollment Application Criteria and Procedures.

If a parent or guardian applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the “best interests of the student” criteria, the District shall review the information and rationale provided by the parent(s) or guardian and make a determination as to whether the District agrees with the parent(s) or guardian that attending school in the District pursuant to the application is in the student’s best interests. If the District determines that attendance would not be in the student’s best interests, the application shall be denied on that basis.

A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the resident district does not have a 4-year-old kindergarten program as offered by the District, etc.) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

Assignment of Accepted Applicants to a School/Program.

The District shall assign nonresident students accepted for full-time open enrollment to a school or program. Any preferences identified by the applicant cannot be guaranteed. In making such assignments, the District may give preference in attendance at a particular school or program to residents of the District. Any admission requirements and pre-requisites for attendance in any specialized school or program that apply to resident students also apply to nonresident students. In addition, any nonresident open enrollment student must meet the in-person/physical attendance requirements established by law.

Requests for Early Admission to Kindergarten.

The District may grant a parent’s or guardian’s request to evaluate a nonresident open enrollment applicant for possible early admission to 4-year-old kindergarten.

The District may grant a parent’s or guardian’s request to evaluate a nonresident open enrollment applicant for early admission to 5-year-old kindergarten.

The parent or guardian may make a request for an evaluation for early admission by contacting the Principal, District Administrator or Director of Student Services as soon as possible after submitting an open enrollment application. For applications submitted during the regular application period, the request may be granted if the District determines that the evaluation can reasonably be completed no later than the third Friday in May

Reapplication.

Once a nonresident is accepted as an open-enrollment student in the district, the student may be required to reapply one time at the beginning of middle school, junior high or high school.

Transportation.

Student transportation and the costs thereof shall be the responsibility of the nonresident student’s parent(s) or guardian, subject to the following exceptions:

1. Low income parents and guardians may apply to the DPI for reimbursement of costs of transportation in accordance with DPI’s procedures.

2. The District shall provide transportation for a nonresident open enrollment student with a disability who is attending school in the District if it is required in the student's IEP or otherwise required by law.

3. Upon request of the student's parent or guardian, the District shall provide transportation to nonresident full-time open enrollment students without charging any fee if there is room available on a bus on a regular route and the student is picked up or dropped off at a bus stop on the established route, except that if the bus stop on the established route is located within the boundaries of the student's resident school district, the resident school district must also approve the transportation arrangement.

Rights and Privileges.

To the extent required by state law, nonresident open enrollment students attending school in the District shall have all of the rights and privileges of similarly-situated resident students and shall be subject to the same rules and regulations as resident students. An open enrollment student's eligibility to participate in interscholastic athletic activities is subject to the rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA).

Resident Open Enrollment Students

Resident students may apply for full-time open enrollment in another public school district in accordance with state law. An application may be denied if the resident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the District does not have the same program offered by the nonresident district, etc.) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District shall deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. However, prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

Transportation. The parent(s) or guardian of a resident open enrollment student shall be responsible for student transportation, except as otherwise provided by law. Requests from other school districts to provide optional transportation to resident open enrollment students to/from locations within the boundaries of the District shall be denied.

Appeals of Open Enrollment Decisions

The student's parent(s) or guardian may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Approved: December 10, 1997

Revised: January 21, 2015, January 13, 2016, April 12, 2017

Cross References:

421 Entrance Age

421 Rule – Conditions, Standards, and Procedures for Exceptions to Age/Other Admission Requirements for Kindergarten or First Grade

425

HOME-BASED EDUCATION TRANSFERS

Home-Based Program Transfers

Any student who has been in attendance in a home-based educational program for a period less than a school year will, if the student returns to the district during the same school year in which he or she withdrew, be placed at the grade level he/she was enrolled in prior to withdrawing. Students who have been enrolled in home-based education, wishing to enter or re-enter the River Ridge School System during a school year in which they have not attended the River Ridge Schools shall be required to provide documentation of curriculum and instructional hours as mentioned in the statutes.

Placement Examination

To assist in determining grade level placement of students who have been enrolled in home-based educational program, placement examinations may be used. The examination to be used shall be determined by the faculty teaching at the appropriate grade levels. The exam shall be composed of questions that test the student's knowledge of language arts (English), mathematics, and reading in grades one through five with science and social studies being incorporated into the test at all grade levels. A standardized test shall be used for these purposes.

Placement Factors

Placement recommendation(s) shall be made at a grade level all as determined by school officials using the following factors:

- Child's chronological age
- Achievements of the 50th percentile or above on appropriate Achievements tests
- The number of years in home-based instruction
- Curriculum of home-based instruction and/or
- Social maturity

The placement recommendations shall be reviewed by parents and school officials.

Placement Official

The grade placement examination shall be administered by the principal or his/her designee of the school to which the student would normally be assigned.

High School Placement

If the placement is made to the sophomore year (10th grade) level or higher, five and one-half (5 1/2) credits should be allowed toward high school graduation for each of the high school years

below the grade level of placement. Courses taken while in a home-based educational program shall be recorded on the student's permanent record card. Home based instruction will not be used for class standings. In the event the home-based student has attended a recognized and accredited public or private high school for single or multiple semesters of years, the credits earned at such school(s) may be accepted as recorded by said school.

Evaluation Period

Each student placed in the River Ridge School System from a home-based educational program shall have a forty-five (45) school day evaluation period for the purpose of evaluating the student's placement during which time the student shall be expected to demonstrate appropriate social and educational interaction with his/her peers. The principal may make a placement revision within fifteen (15) school days of the end of the evaluation period.

Appeals

In the event there is an appeal on behalf of the student regarding the placement of the child, a written appeal may be made to the River Ridge School Board within ten (10) days of the placement decision. The decision of the School Board shall be final.

High School Scholarships and Awards

Diplomas, awards, and scholarships are not available to students from home-based schools who have not attended River Ridge High School for a minimum of four (4) full semesters, one of which must be the final or 8th semester.

Loan of Materials

Instructional materials may or may not be loaned to home-based students at the discretion of the administration.

Tests

Home-based students may, upon written request, participate in the school's competency test program and system wide achievement testing. A \$20.00 fee is to be charged for each test administered. Testing is to occur at school at the same time as the student's peer group is tested. It is the parent's responsibility to request test dates and sites from the school Principal.

Policy Distribution

When the River Ridge schools are notified of a home-based program for a resident student a copy of this is to be mailed to the student's home for their information.

Home-Based Education – as set forth in States Statutes 118.15 (4) and 118.165 (1)

APPROVED: April 8, 1998

Revised: May 13, 1998

COMPULSORY STUDENT ATTENDANCE

The School Board believes attendance is a key factor in student achievement and believes that students must be in regular school attendance in order to successfully achieve the goal of high school graduation.

In accordance with Grant County Ordinances and state law, any person having under their control a child who is between the ages of 6 and 18 years of age (including through the end of the term, quarter, or semester in which the child becomes 18 years of age), or a child enrolled in 5-year-old kindergarten in the District, shall cause the child to attend school regularly in accordance with state law. The child is expected to attend school on each day school is in session, unless he/she is excused from school attendance for any of the following reasons or has graduated from high school:

1. Prior Parent-Excused Absences.

A student excused in writing by his/her parent or guardian prior to an absence is excused from school attendance. A student may be excused by the parent or guardian under this provision for not more than 10 school days in the school year. Students so excused are responsible for making up work missed during the absence. It is the student's responsibility to make arrangements with their classroom teacher(s) to complete any assignments or examinations that are or will be missed during the absence. Absences falling into this absence category include discretionary absences known in advance such as family vacations/travel, family weddings, hunting, and, unless within the number of visits counted as school-excused absences under the next section of these procedures, college visitation days.

2. Other Excused Absences of a Temporary Nature.

- a. Illness, including reasonable treatment for such illness, where the student is temporarily not in proper physical or mental condition to attend school.

A written statement from a health care provider may be required to be submitted as proof of the student's condition for student absences due to illness that are 3 school days or more in length. Such health care provider's excuse shall state the period of time for which it is valid, and shall not exceed 30 days.

- b. Medical appointments (although the District strongly encourages parents and guardians to make every effort to schedule non-emergency medical examinations and appointments, e.g., for health maintenance/preventative care, at times that avoid or at least minimize the student's loss of instructional time);
- c. Religious holidays or instruction to the extent authorized by law;
- d. Family emergency;

- e. Severe weather conditions that, in the parent's or guardian's reasonable judgment, are a danger to the health and welfare or safety of the student;
- f. Funerals of a family member or friend;
- g. Up to one day per school year for college visitations by high school juniors and seniors;
- h. Suspension from school;
- i. Mandatory court appearances;
- j. Visiting a parent or guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;
- k. Serving as an Election Official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s) or guardian and the building principal;
- l. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding “Taps” during a military honors funeral for a deceased veteran;
- m. Any other reasonable non-discretionary absence deemed appropriate by the school attendance officer.

Parents and guardians are required to notify the school of an absence prior to or on the day of the absence. Excused absences other than a suspension from school require written approval of the student's parent or guardian. All students with excused absences will be given the opportunity to make up class assignments missed during the absence, including tests and examinations. It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.

As indicated above, absence from school during a period of suspension will be considered an excused absence for purposes of this policy. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

Students who are participating, with District approval, in extracurricular activities, athletics, and other District-sponsored programs or events during any portion of an instructional day are not considered absent from school, but teachers shall treat their absence from class as excused with the right to make up work to the same extent permitted in connection with excused absences from school.

3. Program or Curriculum Modifications.

A child may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under state law that has been requested by the student's parent or guardian and approved by the building principal.

Program or curriculum modifications shall be requested in writing. The administrative decision in response to the request shall likewise be provided in writing. If a child, or his/her parent or guardian, is not satisfied with the decision made by the building principal, he/she may ask the School Board to review and act on the request. The Board shall render its determination upon review in writing, if the student's parent or guardian so requests.

4. Participation in a Board-Approved Alternative Program.

A child who is 16 years of age or older may be excused from regular school attendance to attend an alternative educational program leading to high school graduation or a high school equivalency diploma in accordance with state law provisions.

5. High School Students Who Are No Longer Subject to Compulsory Attendance.

For any student who is 18 years of age or older and no longer subject to compulsory attendance and truancy referral, the student will still be held to the distinctions between excused and unexcused absences. In addition, by state law, the District may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the student has been enrolled in an alternative education program.

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. With the approval of the building principal, a school may establish periods of supervised study, either during or outside of the regular school day, during which students who need to make-up work will be expected to complete the make-up work. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The building principal shall serve as the primary school attendance officer and deal with all matters relating to school attendance and truancy. The building principal may designate one or more licensed staff members as deputies who shall also be permitted to serve in the role of school attendance officer provided that each such deputy is sufficiently familiar with the relevant requirements and procedures.

The District Administrator (or his/her administrative-level designee) and building principals shall establish necessary procedures to encourage regular student attendance, to identify excused and

unexcused absences, and to determine appropriate action to respond to and serve as a deterrent to truancy. These procedures shall be in line with recommendations of the county truancy committee(s), the District’s truancy plan, and state law requirements.

Teachers, students, and parents and guardians shall be informed of the District’s student attendance policy and procedures annually via school handbooks or other means necessary to provide proper notice of student attendance-related responsibilities.

Legal References:

Wisconsin Statutes

- [Section 115.28\(51\)](#) [state superintendent duty; encourage school boards to grant excused absences for students sounding “Taps” during a military honors funeral of a deceased veteran]
- [Section 115.997\(5\)\(e\)](#) [military compact on educational opportunity for military children]
- [Section 118.125\(2\)\(cg\)](#) [disclosing student attendance records to law enforcement agency]
- [Section 118.125\(2\)\(ch\)](#) [disclosing student attendance records to fire investigator]
- [Section 118.15](#) [compulsory school attendance]
- [Section 118.16](#) [school attendance enforcement]
- [Section 118.162](#) [truancy committee and plan]
- [Section 118.163](#) [municipal truancy and dropout ordinances]
- [Section 118.18](#) [teacher attendance reporting requirements]
- [Section 118.33\(1\)\(b\)](#) [high school graduation requirements]
- [Section 948.45](#) [contributing to truancy]

Cross Ref: 431 Rule Student Attendance Procedures

APPROVED: July 1, 1995

REVISED: November 8, 2017

STUDENT ATTENDANCE PROCEDURES

A. Responsibilities for Student Attendance1. Parent and Guardian Responsibilities

For **all** student partial-day or full-day absences from school (except for absences resulting from a period of a school-imposed suspension), the student's parent or guardian is:

- a. Expected to call the school office's attendance line prior to 9:00a.m. on the day of each absence in order to verify that the student is absent with the parent's or guardian's knowledge, except that no such call is necessary for any absence(s) that the parent or guardian arranged and that the school excused in advance.
- b. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:
 - (1) Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; or
 - (2) Either prior to or immediately following the absence for all school-excused absences, but always within two school days following the student's return to school in order for the absence to be considered excused, except when a different time period has been approved by the building principal.

Adult students (students 18 years of age or older) may carry out these responsibilities in lieu of their parents or guardians.

2. Student Responsibilities

- a. During the entirety of the scheduled school day for students, students are required to attend all of their classes, lunch periods, and other school-approved activities on time, unless either they are absent from school for an excused (or excusable) reason or some other school-approved or school-directed exception applies.
- b. Failing to attend all or a portion of a scheduled class, lunch period, or other activity (e.g., skipping class) without an appropriate excuse or school approval subjects a student to appropriate consequences as both an attendance matter and as a violation of school rules, including in situations in which the student remains on school grounds but is not in a location where he/she is supposed to be.
- c. Other than at the regular student arrival and departure times for the day in question, students are required to check in and check out at the school building's designated attendance office whenever they arrive at, leave from, or return to school during the scheduled school day for any reason unrelated to their school-scheduled activities.

- d. Students are expected to make up class work and any examinations missed during an absence to the extent permitted by Board policy and as directed by their classroom teacher(s). Make-up work related to excused absences is handled differently from work related to unexcused absences.

3. Teacher Responsibilities

- a. Teachers are required to emphasize the importance and necessity of good attendance.
- b. Teachers shall allow students to make up class work and examinations missed during an excused or unexcused absence in accordance with Board policy, and shall not deny credit in a course solely because of the student's unexcused absences. Teachers are permitted to establish reasonable deadlines for the completion of make-up work.
- c. Teachers are required by law to take daily attendance in their classes and to maintain a record of student absences.

4. School Attendance Officer Responsibilities

School attendance officers have responsibility for all matters relating to school attendance and truancy and have all of the powers and duties specified in state law. For example, each school attendance officer shall:

- a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.
- b. Receive, review and act on requests for and notifications of pre-planned, parent-excused absences.
- c. Receive and, after consulting with appropriate school personnel to determine the district's response, respond in writing to requests from students or their parents or guardians for program or curriculum modifications.
- d. Upon the request of a teacher, assist teachers and students with excused or unexcused absences in formulating a plan for the completion of make-up work. The attendance officer may also assign students with unexcused absences to a period of detention or a supervised directed study program for the purpose of making up class work and tests/examinations missed during an unexcused absence.
- e. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and determine whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record shall be sufficiently documented.
- f. Notify, or cause a designee to notify on his/her behalf, the parent or guardian of a student who has been truant of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Subject to Section B of these procedures regarding tardiness,

"truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal and excusable cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. The attendance officer shall first attempt to notify the parent/guardian by personal contact or telephone call, keeping a written record of the contact or attempted contact. In the event that contact cannot be established in person or by telephone, the notice shall be sent by 1st Class mail.

- g. Notify the parent or guardian of a student who is a habitual truant by registered, certified or 1st Class mail when the student initially becomes a habitual truant. Subject to Section B of these procedures regarding tardiness, "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a semester. The notice shall include the following:
- (1) A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.
 - (2) A statement that the parent or guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
 - (3) A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent or guardian should meet; a date, time and place for the meeting; and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting must be within five (5) school days after the date that the habitual truancy notice has been sent to the student's parent or guardian. However, with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.
 - (4) A statement of the penalties that may be imposed under state law on the parent or guardian if he/she fails to cause the student to attend school regularly.
- h. After a notice of habitual truancy has been issued to the student's parent or guardian in any school year, notify the parent or guardian of any further unexcused absences as provided in the District's truancy management plan.

B. Tardiness as it Relates to Absences and Truancy

The District recognizes that a student, without an acceptable excuse, may arrive late for school or for a particular class or activity on an occasional and sporadic basis, and that such tardiness should not immediately and in all cases result in a finding of truancy. At the same time, repeated tardiness is inconsistent with the purpose of the compulsory attendance law and can be disruptive to a student's learning and/or to school/classroom operations. Further,

regularly tolerating tardiness without any consequence can inhibit the development of personal responsibility.

Accordingly, if a student accumulates more than three of tardy notations in his/her attendance record during the school year, the school attendance officer or a designee will attempt to meet with the student and/or the student's parent or guardian to evaluate the reasons for the tardiness, to consider any available strategies the parent/student can use to avoid future tardiness, and to establish progressive consequences. Following such a meeting (or attempt to hold a meeting) that involves the student's parent or guardian, tardiness during the remainder of the school year that also involves an unexcused lack of the student's physical presence at school will be considered an instance of truancy under these procedures, but prior to such a meeting (or attempted meeting) such tardiness will not be considered truancy.

In grades K through 5th grade, a student will be marked tardy (rather than absent) if he/she is not present at school and in his/her assigned classroom at the established start of the instructional day, but the student arrives within ten minutes of that time. Tardy students who initially arrive at school after the doors have been secured for the day shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.

In grades 7 through 12, a student will be marked tardy (rather than absent) if he/she is not at school or not otherwise present in his/her regularly assigned class/activity (or another school-approved location) at the start of each instructional period where attendance is taken, but the student arrives within 10 minutes of the beginning of the period. Tardy students who initially arrive at school after the doors have been secured for the day shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.

Tardiness that was not caused by any of the reasons that qualify as an excused absence is considered unexcused, and any opportunities for make-up work shall be provided according to make-up work procedures that apply to unexcused absences.

A student who arrives at school late because the student's school-provided transportation arrived late shall not be considered tardy and the student's non-attendance in the relevant class/activity shall be deemed excused in all respects.

C. Procedures Leading To Legal Referral

Prior to any proceedings being brought against a student for habitual truancy or against the student's parent or guardian for failing to cause the student to attend school regularly, the school attendance officer must provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, done all of the following:

1. Documented the student's truanies and notified the student's parent or guardian of the truanies as required by law and these procedures.
2. Met with the child's parent or guardian to discuss the student's truancy and various options under the law, or attempted to meet with the parent or guardian and received no response or been refused.

- a. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the district has determined are necessary and which require the consent of the student's parent or guardian.
 - b. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent or guardian that the student is a habitual truant (after the student's fifth unexcused absence during a school semester).
3. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy problem, and have considered any appropriate program or curriculum modifications.
- a. The school attendance officer or designee should specifically review the compulsory attendance and truancy laws regarding curriculum modification options.
 - b. The educational counseling may generally be conducted by school counselors, principals, or teachers.
 - c. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student's curriculum, educational program, or placement.
4. Evaluated the student to determine whether learning problems may be the cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to overcome the learning problems. However, the student need not be further evaluated for learning problems as a prerequisite to a legal referral for truancy if tests administered within the previous year indicate that the student is performing at his/her grade level.
5. Conducted an evaluation to determine whether social problems may be the cause of the student's truancy, and, if so, taken appropriate action or made appropriate referrals.

With respect to the evaluations identified in items C.4 and C.5 of these procedures:

- The evaluations should include at least a review of the student's records, communication with the student, the student's teacher(s), and the student's parent(s) or guardian(s). Additional steps, such as direct observations may also be considered.
- The evaluations should be conducted with the broad purpose of identifying any type of contributing cause to the student's truancy and are not limited to the question of whether the student may have a disability that, if confirmed, could qualify the student for special education or related services. However, if at any point there is a suspected disability under the Individuals with Disabilities Education Act (IDEA) or Section 504, school personnel shall refer the student to the appropriate disability-related evaluation process.
- If the truant student has already been identified as a student with a disability under the IDEA or under Section 504, then the evaluations shall involve the members of the student's IEP or Section 504 team, and the relevant plan should be reviewed and adjusted if the team concludes that it is necessary or appropriate.

The activities in items C.3., C.4., and C.5. of these procedures need not be carried out if the school attendance officer determines and is able to show that appropriate school personnel were unable to carry out one or more of the activities due to the student's absences from school.

School personnel shall properly document all of the above-identified activities that occur prior to or in connection with any truancy-related legal proceedings that are brought against a student and/or a parent or guardian. That is, school personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the-above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

If the steps outlined above have been followed, a legal referral may be made in accordance with the District's and county truancy plan(s).

Adopted: July 1, 1995

Revised: November 8, 2017

ATTENDANCE POLICY

The principals of each school are designated as the district truant officers. River Ridge Public School staff and the parent bare mutual responsibility for the accountability of minor children during the official school day. Parents of minor students of compulsory attendance age/grade level (age 6-17, or grade 1-12) have a legal obligation to send their children to school.

The Board of Education adopts the Grant County Truancy Plan as the foundation for dealing with truancy in the River Ridge School District.

According to State Statute 118.15 (3) (c), “any child excused in writing by his or her parent or guardian before the absence” is excused from school attendance. A child may not be excused for more than ten (10) days in a school year under this paragraph.” The board shall entitle this type of excused absence as a “Parent/Guardian Pre-excused Absence,” and considers partial or full days to constitute a “day” under this paragraph. After the first ten (10) parental excused absences per year, a physician’s (or other licensed person under 118.15(3)(a)) note will be required for further absences to be excused or the absence will be considered unexcused.

Wisconsin Statute 118.6 (1) (a) has provided a legal definition of “habitual truant” as “pupil who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.” Subsequent Grant County Ordinance 22 directs school boards and their agents to identify habitual truants and initiate legal procedures prescribed in the statute and the ordinance.

Excused Absence

1. Student illness or injury. Illness must be verified by a written parental statement when the student returns to school and by telephone to the school office the morning of an absence, no later than 8:15 a.m. Illness in excess of three (3) days consecutively (partial or full days) each semester shall require written verification from a health care provider.
2. Evidence that the child is not in proper physical or mental condition to attend school or an education program. The district may request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the child. Such excuse shall be made in writing, shall state the period of time for which it is valid and shall not exceed 30 days.
3. Medical, dental, chiropractic, optometry or other valid professional appointments that are approved. Parents or guardians are requested to make their appointments during non-school hours.
4. A death in the immediate family or funerals for close relatives.
5. Religious holidays or religious instruction.
6. A child may be excused in writing by his or her parent or guardian before the absence. A child may not be excused more than ten (10) days in a year under this section.

7. For the purpose of serving as an election official if the criteria under s. 118.15(3)(d), Wis. Stats., are met.
8. One (1) day excused absence for seniors for campus visits or working with military recruiters outside of school will be exempt from this policy.
9. The board shall consider all in-school suspensions to be excused absences.
10. Students who reach their eighteenth (18th) year no longer have a legal obligation to attend school but continue to have an ethical obligation to obey school rules on attendance procedures.

All students with excused absences will be given the opportunity to make up work missed in accordance with the following guidelines:

1. It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school.
2. Students who miss classes for reasons that are determined to be excused will be given the opportunity, whenever possible, to make up work missed when they return to school.
3. Teachers will be asked to grant the number of days absent plus one for make-up time. This provision applies to all work assigned during absence(s).
4. Examinations missed during an excused absence will be permitted to be taken at a time mutually agreed upon by the student and the teacher.
5. It is recommended "Parent/Guardian Pre-excused Absence" days be pre-planned as to allow for make-up work to be completed prior to the absence. Regardless of the timeliness of the pre-excused absence, students will be required to make up the missed course work in a timely fashion determined by the individual teachers.

Unexcused Absence

An unexcused absence occurs when a pupil is voluntarily absent with or without the consent of his or her parent or guardian for reasons not recognized by Wisconsin Statutes and/or school board policy.

Children who are absent from school with the consent of their parent(s) or guardian, but whose absence does not fall under the reasons listed above under "Excused Absence" shall be considered unexcused. In such cases, the student may or may not be permitted to make up class work missed. The student, on his/her return to school, will be expected to submit a written statement signed by his/her parent or guardian explaining the reason for the absence. On the basis of this statement, the principal or designee will determine whether credit for the makeup work will be granted.

A student who is absent from school for no particular reason or is truant will also be considered unexcused. Credit will not be given for class work missed during an absence. However, students have the obligation to understand and retain for future reference and use all materials presented during their unexcused absence.

School administration may require a student to make up time missed from school if the time missed is unexcused. This includes but is not limited to: truancy and tardiness, but does not include school-imposed suspensions.

Notwithstanding the foregoing, no student may be denied credit in a course or subject solely because of the pupil's unexcused absences or suspensions from school. Pupils may be permitted to take examinations missed during absences, other than suspensions, if the examinations are taken within five (5) school days of the day of the absence. Students shall be permitted to take any quarterly, semester or grading period examinations and complete any course work missed during a period of suspension provided that the student takes such examinations or completes such course work within five (5) school days of the day of the absence. The make-up periods may be extended with the agreement of administration and the teacher.

Tardiness

“Tardiness” is defined as being less than 30 minutes late for school. A pattern of tardiness on the part of any child will be brought to the attention of the child’s parents or guardian. If it appears that the child is negligent, appropriate disciplinary action will be taken.

Truancy and Habitual Truancy

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

“Habitual truant” means a pupil who is absent from school without an acceptable excuse under board policy and s. 118.15 for part or all of 5 or more days on which school is held during a school semester.

“Part of a day” means thirty (30) minutes or more of a day on which school is held but less than the full day on which school is held.

The period during which a pupil is absent from school due to a suspension or expulsion under s. 120.13, Wis. Stats, is neither an absence without an acceptable nor an absence without legal cause.

In the event a child is determined to be truant or habitually truant, the following procedure will be followed:

Procedure

- (1) The school attendance officer:
 - (a) Shall notify the parent or guardian of a child who has been truant with an Appendix A letter of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph shall be given before the end of the 2nd school day after receiving a report of an unexcused absence. The notice may

be made by personal contact, mail or telephone call of which a written record is kept, except that notice by personal contact or telephone call shall be attempted before notice by mail may be given.

- (b) Shall send a referral along with attendance record to law enforcement for truancy ordinance violation if the student has a second unexcused absence after the Appendix A letter has been sent.
- (b) Shall notify the parent or guardian of a child who is a habitual truant (5 unexcused absences), by registered or certified mail, when the child initially becomes a habitual truant. The notice shall include all of the following:
 - 1. A statement of the parent's or guardian's responsibility, under s. 118.15(1)(a) and (am), Wis. Stats., to cause the child to attend school regularly.
 - 2. A statement that the parent, guardian or child may request program or curriculum modifications for the child under s. 118.15(1)(d) , Wis. Stats., and that the child may be eligible for enrollment in a program for children at risk under s. 118.153(3) , Wis. Stats.
 - 3. A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting shall be within 5 school days after the date that the notice is sent, except that with the consent of the child's parent or guardian the date for the meeting may be extended for an additional 5 school days.
 - 4. A statement of the penalties, under s. 118.15(5), Wis. Stats., that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s. 118.15(1)(a) and (am), Wis. Stats.
- (c) After the notice required under par. (b) has been given, shall notify the parent or guardian of a habitual truant of the habitual truant's unexcused absences as provided in the plan under s. 118.162(4)(a), Wis. Stats. After the notice required under par. (b) has been given, par. (a) does not apply.
- (2) Except as provided in sub. (3), before any proceeding may be brought against a child under s. 938.13(6), Wis. Stats., for habitual truancy or under s. 938.125(2) or 938.17(2), Wis. Stats., for a violation of an ordinance enacted under s. 118.163(2), Wis. Stats., or against the child's parent or guardian under s. 118.15, Wis. Stats., for failure to cause the child to attend school regularly, the school attendance officer shall provide evidence that appropriate school personnel in the school or school district in which the child is enrolled have, within the school year during which the truancy occurred, done all of the following:
 - (a) Met with the child's parent or guardian to discuss the child's truancy or attempted to meet with the child's parent or guardian and received no response or were refused.
 - (b) Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s. 118.15(1)(d), Wis. Stats.
 - (c) Evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems, except that the child need not be evaluated if tests administered to the child within the previous year indicate that the child is performing at his or her grade level.
 - (d) Conducted an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals.

- (3) Subsection (2)(a) does not apply if a meeting under sub. (1)(b) 3. is not held within 10 school days after the date that the notice under sub. (2)(b) is sent. Subsection (2)(b), (c) and (d) does not apply if the school attendance officer provides evidence that appropriate school personnel were unable to carry out the activity due to the child's absences from school.

(4) If the school attendance officer receives evidence that activities under sub. (2) have been completed or were not required to be completed as provided in sub. (3), the school attendance officer may file information on any child who continues to be truant with the court assigned to exercise jurisdiction under chs. 48 and 938 in accordance with s. 938.24, Wis. Stats. Filing information on a child under this subdivision does not preclude concurrent prosecution of the child's parent or guardian under s. 118.15 (5), Wis. Stats.

(5) A parent or guardian who disputes a determination that an absence is unexcused may, within ten (10) school days of the date of verbal notification of an unexcused absence under s. (1)(a) or the date of mailing of a notice of habitual truancy under s. (1)(b) above, file a written explanation with the administration providing the reason or reasons why the parent or guardian disputes the determination that an absence was unexcused together with any supporting documentation the parent or guardian wishes the administration to consider. Administration shall respond in writing to the parent or guardian within five (5) school days of receipt of the explanation advising the parent or guardian as to whether the absence has been changed to an excused absence or remains unexcused. The administration shall explain the reason for its decision.

Open Enrolled Students and Habitual Truancy

If the Board or the administration determines that a pupil open enrolled in the school district is habitually truant from the district during either semester in any current school year, the school board may prohibit the pupil from attending school in the district in the succeeding semester or school year. A student is habitually truant if he or she is absent from school without an acceptable excuse under this policy and s. 118.15, Wis. Stats., for part or all of 5 or more days on which school is held during a school semester.

Before the school board or administration may prohibit a student's attendance in a succeeding semester or school year due to the student's habitual truancy, the board or administration shall do all of the following:

- (1) Provide the following notifications to the parent and the pupil when the pupil enrolls in the nonresident school district:
 - (a) The school board's truancy and attendance policy.
 - (b) The open enrollment consequences of habitual truancy.
 - (c) A clear explanation of what constitutes truancy, including what constitutes "part of a school day."
 - (d) A description of the notifications, including the manner of delivery, a parent will receive when a pupil is absent, is truant, or is habitually truant. Each notification shall inform the parent that the pupil's open enrollment may be terminated if the pupil is habitually truant.
 - (e) How and where the parent can view the pupil's attendance record.
- (2) Ensure that each notification provided under s. 118.16(2), Wis. Stats., shall notify the parent or pupil of the consequences of habitual truancy on open enrollment.
- (3) Provide the parent and pupil with a list of all unexcused absences and trancies that resulted in the board's or administration's proposed action to prohibit the pupil's attendance in a succeeding semester or school year.
- (4) Allow the parent or pupil to explain why they believe there was any error in marking an absence as truancy, using the process described in the board's policy under s. (5) of the Truancy and Habitual Truancy section of this policy.

(5) Ensure that each student shall be provided with a copy of the policy and a copy of this policy shall be available in each school in the district. Copies of this policy will available upon request.

Legal Ref: Wisconsin Statute sections 118.15, 118.16, 118.51
Chapter PI 36, Wisconsin Administrative Code

Approved: August 12, 1998
Revised: September 21, 2011
Revised: January 21 2015

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STUDENT RIGHTS AND RESPONSIBILITIES

Every individual has certain rights and responsibilities in respect to other individuals. A student's exercise of rights and privileges in the school setting should be protected at all times. No right, however, is absolute. The freedom to exercise one's rights ceases when that exercise unduly infringes upon the rights of others.

The River Ridge School District wishes to protect not only the right of the individual, but to protect the entire student body. This requires the exercise of good faith by students, parents and school district personnel as well as basic respect for the worth of each individual and his/her ability to contribute to society.

Each student in the River Ridge School District has the right to:

- an education.
- be free from assault or intimidation.
- utilize school facilities and programs according to established school regulations and procedures.
- hold property free from theft or damage.
- expect courteous behavior from other students and school personnel.
- determine his/her own dress so long as it is not distracting, wholly inappropriate, indecent, or unsafe.
- solicit contributions or collect funds, with the permission of the school principal or district administrator.
- display, offer to sell, or sell any item with the permission of the school principal or the district administrator.

- form, hold and express opinions and beliefs, so long as the expression does not disrupt the normal operation of the school.

-present his/her version of an alleged violation of the school rules before any judgment is made and not be prejudged.

- appeal an application of discipline for violation of school rules through the established grievance procedure.

- view his/her student progress records. Behavioral records may be viewed in accordance with Board policy and state law.

- participate in extracurricular activities as long as he/she meets the requirements of the extracurricular activities code.

LEGAL REF.: Article I, Wisconsin Constitution
Sections 118.13 Wisconsin Statutes
120.13(1)

CROSS REF.: 411-Rule, Discrimination Complaint Procedures
347, Student Records
370, Extracurricular Activities and Programs
373, Student Fundraising Activities
375, Interscholastic Athletics
411, Student Due Process Rights
443.1, Student Dress Code

APPROVED: July 1, 1995

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STUDENT DUE PROCESS RIGHTS

Student grievances may be presented in writing in the following order:

1. The appropriate teacher, advisor or coach;
2. The principal;
3. The extracurricular council; (applies only to students participating in extracurricular activities)
4. The district administrator;
5. The Board.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes

APPROVED: July 1, 1995

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STUDENT GOVERNMENT
(Student Council)

There will be a Student Council in the River Ridge School District for grades 9-12 to serve the following purposes:

1. Create better communications among staff and students and community through school spirit;
2. Serve as an avenue to clarify existing high school policy and its application and to initiate changes in such policy; and
3. Promote civic responsibility within the school body.

The Student Council will be composed of eight members. Four members, one from each grade, will be elected and four members, one from each grade, will be appointed by a consensus of the class advisors. In order to participate, students must have a grade point average of 2.0 or better during the previous semester.

LEGAL REF.: Section 120.13 (1) Wisconsin Statutes

APPROVED: July 1, 1995

STUDENT CONDUCT

Students in the River Ridge School District shall be expected to act in such manner that their behavior will reflect favorably on the individual student and on the school, show consideration for fellow students, and promote good decorum and a favorable academic atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations and discharge them accordingly.

Students are expected to abide by the District's Code of Classroom Conduct, student conduct rules and codes established by the building principal, and all Board policies relating to student conduct. These student conduct expectations shall be communicated to students and parents and guardians annually through student handbooks and through other appropriate means as necessary to make them known and understood.

The building principal has primary responsibility for ensuring proper student conduct is maintained in the school building and during school-sponsored activities under his/her charge. District staff members have responsibility for supervising the behavior of students and for seeing that they comply with student conduct policies, rules and codes. Failure by students to comply with such policies, rules and codes shall result in appropriate disciplinary action. In addition, failure to abide by the Code of Classroom Conduct may result in student removal from class by the teacher and placement in an alternative setting as outlined in the code.

In enforcing student conduct policies, rules and codes, staff members shall place particular emphasis upon educating students in the ability to control their own behavior. Positive behavioral interventions and supports shall be utilized with students whenever possible to help maintain proper personal conduct and encourage good citizenship.

The District shall not discriminate in standards and rules of behavior, including student harassment, or disciplinary actions on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

Section 118.13 [student discrimination prohibited]

Section 118.164 [student removal from class]

Section 120.13(1) [school board power to adopt student conduct rules and discipline students; adoption of code of classroom conduct required]

Wisconsin Administrative Code

PI 9.03 (1) [student nondiscrimination in student conduct and discipline policies]

APPROVED: July 1, 1995, October 11, 201

CODE OF CLASSROOM CONDUCT

Student behavior that is dangerous or disruptive and that 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 in an alternative setting as outlined in this code. In addition, the student may be subject to disciplinary action in accordance with established Board policies, school rules, state and federal laws and municipal ordinances.

STUDENT REMOVAL FROM CLASS

1. A teacher may remove a student from class for the following reasons.
 - a. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes the following:
 - Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom.
 - Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of District student alcohol and other drug policies.
 - Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment.
 - Fighting.
 - Taunting, baiting, inciting and/or encouraging a fight or disruption.
 - Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.
 - Pushing or striking a student or staff member.
 - Obstruction of classroom activities or other intentional action to attempt to prevent the teacher from exercising his/her assigned duties.
 - Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means.
 - Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder.
 - Restricting another person's freedom to properly utilize classroom facilities or equipment.
 - Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions.
 - Throwing dangerous objects in the classroom.
 - Repeated disruption or violation of classroom rules.
 - Excessive disruptive talking.
 - Behavior that causes the teacher or other students fear of physical or psychological harm.
 - Physical confrontations or verbal/physical threats.
 - b. Other behavior as outlined below. Examples of such behavior may include, but not

necessarily be limited to, the following:

- Willful damage to school property.
 - Defiance of authority (willful refusal to follow directions or orders given by the teacher).
 - Repeatedly reporting to class without bringing necessary materials to participate in class activities.
 - Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others.
 - Repeated use of profanity.
 - Any other infractions as identified in the individual buildings' discipline plan.
- c. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.
2. When a student is removed from class, the teacher shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A written explanation of the reasons shall be given to the principal or designee within 24 hours of the student's removal from class.
 3. The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher.
 4. The parent/guardian of a minor student shall be notified of the student's removal from class as outlined below.

PLACEMENT PROCEDURES

1. The building principal or designee shall place a student who has been removed from a class in one of the following alternative educational settings:
 - An alternative education program approved by the School Board.
 - Another class in the school or another appropriate place in the school.
 - Another instructional setting.
 - The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that re-admission to the class is the best or only alternative.

2. When making placement decisions, the building principal or designee shall consider the following factors:

- The reason the student was removed from class.
- The severity of the offense.
- The type of placement options available for students in that particular school and any limitations such as costs, space availability and location, on such placements.
- The estimated length of time of placement.
- The student's individual needs and interests.
- Whether the student has been removed from a teacher's class before.
- The relationship of the placement to any disciplinary action.

The principal or designee may consult with other appropriate school personnel as the principal or designee 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 designee to be in the best interests of the persons involved or required by law.

3. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.
4. The parent/guardian of a student shall be notified of a student's placement in an alternative educational setting as outlined below.

PARENT/GUARDIAN NOTIFICATION OF STUDENT'S REMOVAL FROM CLASS AND ALTERNATIVE PLACEMENT

1. When a minor student has been removed from class, the building principal or designee shall notify the parent/guardian of a student in writing. This notification shall include the reasons for the student's removal from class and the placement determination.
2. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.
3. If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

APPROVED: April 14, 1999

REVISED: October 11, 2017

STUDENT DRESS CODE

The School Board believes that a student dress code is an important part of creating a school environment that is safe, conducive to learning and free from disruption. With that in mind, the following student dress code standards shall be enforced in the District during the school day and at all school-supervised activities and functions:

1. Students shall dress appropriately for the school environment. Student attire that causes, or is likely to cause, a material interference with school operations or a substantial disruption to the school environment will not be permitted. School staff shall consider the link between the potential disruption or interference and the student's attire at issue when making decisions under this provision.
2. No student shall be permitted to wear any clothing that depicts, promotes or advertises alcohol, illegal drugs, tobacco or nicotine products, criminal activity that would threaten any person's health, safety or property (including the unlawful possession or use of any weapon), criminal gang affiliation/activity, profanity, pornography, or violence that would constitute a violation of law or school rules.
3. Students shall wear protective clothing and/or safety equipment when working in science labs, tech education, family and consumer education, school cafeterias, and other program areas as required to comply with health and safety codes and regulations.
4. Clothing and/or accessories that cause excessive maintenance problems or cause injury to anyone or damage to property may not be worn.
5. Students participating in activities or events representing the school before the public shall be expected to dress appropriately so as not to detract from the group or the occasion.

Additional school or activity rules concerning student dress may be established but only if they are in line with provisions of this policy, are nondiscriminatory and are reasonably related to legitimate educational concerns.

This policy and any additional school or activity rules established related to student dress shall be published annually in student and staff handbooks.

School staff shall be responsible for enforcing student dress code standards on a fair and consistent basis.

Legal References:

Wisconsin Statutes

<u>Section 118.035</u>	[school uniforms]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 120.13(1)(a)</u>	[school board power to set rules pertaining to student conduct and dress]
<u>Section 255.30</u>	[safety eye protective goggles]

APPROVED: July 1, 1995, November 8, 2017

STUDENT CONDUCT ON SCHOOL BUSES

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 (e.g., student not facing forward, hands out the window, not throwing away garbage, etc.). When a student fails to conduct him/herself properly on the school bus, such misconduct shall be brought to the attention of the building principal. Where continuing or serious problems exist, the student's bus riding privileges may be suspended in accordance with established procedures. Bus drivers shall receive information and training on the appropriate handling of student misconduct on the school bus and related expectations on an annual basis.

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 REF.: Sections 120.13(1) Wisconsin Statutes
121.52(2)

Wisconsin Administrative Code

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

CROSS REF.: 441, Student Due Process Rights
447.3, Student Suspensions/Expulsions
751.3, Extracurricular Transportation

APPROVED: July 1, 1995, November 8, 2017

USE OF VIDEO CAMERAS ON SCHOOL BUSES

The River Ridge School District approves the use of video cameras on school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus, thereby allowing the driver to focus on the driving of the bus and providing for safer transportation of students.

Parents shall be notified once a year via student handbooks and the annual "Back to School" newspaper publication that video cameras are being used on the buses, and a sign shall be placed at the front of each bus indicating that video cameras are present.

The bus company shall determine the rotation of the video camera and will maintain a log with dates, bus numbers and bus drivers. Bus drivers do not need to be informed on which bus the video camera is operating. Individual drivers, administrators and parents/guardians may request that the video camera be on a specific bus on designated dates (to be decided by River Ridge Administration).

Only the bus company manager, bus drivers, administrators of the district and school board members shall be authorized to view the videotape for the purpose of documenting a problem and determining which students may be involved. Disciplinary action may be taken with students based on a video documentation. The isolated segment of the videotape that documents the incident may be viewed by the identified student and his/her parent/guardian. The bus company designee or school administrators shall view the videotape with the student and parent/guardian and document the date and names of all individuals viewing the videotape.

The videotape shall not be available for viewing by the public in general, the media or other individuals. The school administration may authorize other individuals such as a guidance counselor, school psychologist or social worker to view segments of a specific videotape if such individuals are working with the student on the videotape because of a behavioral, emotional or learning problem and viewing the videotape is beneficial to their role in assisting the student. A log shall be kept of the date and names of the individuals viewing the videotape.

If there are no reported bus problems pertaining to the date a videotape was recorded, the bus company may erase or reuse the videotape after ten school days. If there was a bus problem recorded on videotape, that tape will be kept until approved by River Ridge Administration to reuse.

APPROVED: March 10, 1999

STUDENT USE OF TOBACCO AND RELATED PRODUCTS

Use and Possession Prohibited:

Students are prohibited from any type of smoking and from possessing, distributing, or using tobacco products, nicotine products, non-medical vapor products, and any related items intended to facilitate the ingestion of such substances. These prohibitions apply (1) at all times in all District buildings, in all District vehicles, and on all District premises; (2) while students are attending or participating in a District-sponsored event at any location; and (3) at any other time that a student is under the supervision of a school district authority.

Examples of prohibited items and products include the following:

1. Cigarettes, chewing tobacco, e-cigarettes, nicotine vaporizers, and similar products.
2. Products that use heat, electricity, or a similar mechanism to create smoke or a vapor that is intended to be ingested, and which may or may not contain nicotine.
3. The components, parts, or accessories of any product or device intended to facilitate the ingestion of tobacco, nicotine, or any non-medicinal ingestible vapor (e.g., rolling paper, pipes, or cartridges or similar refillable/replaceable elements).

Exceptions:

Non-tobacco, non-nicotine devices or products that have a medical purpose and that are possessed or used by a student under the advice, supervision, or prescription of a medical professional are not prohibited by this policy but are subject to rules related to medication (to the extent applicable) and to any administrative rules or directives regarding appropriate times and locations for use.

Enforcement:

Administrators and other facility/event/activity supervisors shall enforce District policies and rules prohibiting the use or possession of tobacco products, nicotine products, vapor products, and related products/devices by, for example: (1) directing an individual to cease prohibited conduct or to remove themselves from the premises; (2) applying disciplinary and other consequences; and/or (3) referring a situation (including refusals to cooperate) to law enforcement.

Legal References:

Wisconsin Statutes

<u>Section 101.123</u>	[smoking prohibited in certain enclosed places; notice and enforcement required]
<u>Section 120.12(20)</u>	[school board duty to prohibit tobacco use on school premises]
<u>Section 120.13(1)(a)</u>	[school board power to adopt student conduct rules and discipline students]

Federal Laws

20 U.S.C. §§7971-7974 [smoking prohibited in certain indoor facilities providing education services to children; see also 20 U.S.C. §§6081-6084]

APPROVED: July 1, 1995

REVISED: October 9, 2019

443.4

STUDENT ALCOHOL AND CONTROLLED SUBSTANCES ABUSE

The School Board is committed to providing an optimal school environment for student learning and positive youth development. Alcohol and controlled substances use and abuse seriously interferes with that school environment and jeopardizes the health and wellbeing of students.

With this in mind, the following conduct shall be prohibited by students at all times at school, on school premises, on school buses and while engaged in activities under school district jurisdiction and/or supervision:

- use or possession of alcohol, drug paraphernalia or controlled substances (Prescription medications will be exceptions to this policy when used by the student for whom they were prescribed and in the amount prescribed, and in accordance with the District's medication administration policy.);
- being under the influence of alcohol or controlled substances;
- sale, delivery or intent to sell or deliver alcohol, drug paraphernalia or controlled substances;
- sale, distribution or intent to sell or distribute look-alike alcohol or look-alike drugs (substances that are represented as a drug or alcohol regardless of the true nature of the substance);
- sale or distribution of prescription medication or nonprescription drug products;
- the misuse of prescription medication or nonprescription drug products;
- inappropriate use of hazardous inhalants (for example, huffing) and the possession of paraphernalia associated with the inappropriate use of hazardous inhalants.

A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol in violation of this policy. Such test shall be administered by a law enforcement officer or trained school official and shall meet state law requirements. A student may be subject to school disciplinary action for refusing to submit to such a test, and a refusal

may give rise to an adverse inference in school disciplinary proceedings. The District shall refer a student to appropriate alcohol and drug intervention services whenever the District has determined that (1) the student has been under the influence of alcohol in violation of this policy; or (2) a student has refused to submit to a required breath test as provided in this paragraph.

Students who violate this policy shall be subject to appropriate disciplinary action, up to and including student suspension and/or expulsion, and referral to law enforcement authorities.

A copy of this policy and related disciplinary procedures shall be made available to students and their parents/guardians annually through the student handbook and/or through other means deemed appropriate by the building principal.

Legal References:

Wisconsin Statutes

Section 118.126	[privileged communication related to student alcohol/controlled substances use]
Section 118.257	[liability exemption for referral to law enforcement officials and removal from school premises/activities for alcohol and other controlled substances]
Section 118.45	[tests for alcohol; policy required]
Section 120.13(1)	[school board power to adopt student conduct rules and discipline students]
Section 125.09(2)	[possession of alcohol on school grounds prohibited]
Section 939.22(15)	[definition of hazardous inhalant]
Chapter 961	[controlled substances laws]

Cross References:

Adoption Date: April 6, 2016

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Students shall be permitted to use cellular telephones on school premises and at school-sponsored activities under the following conditions:

1. Student use of cellular telephones is permitted before and after the school day except as otherwise noted. The “school day” includes the full period of time between the beginning of the first class and the end of the last class of the day.
2. Students who bring cellular telephones to school are responsible for keeping them turned off and stored during the school day, unless there is an emergency situation that jeopardizes the safety of students or staff.
3. Students shall not turn on or use cellular telephones while being transported to and from school, school-sponsored activities or field trips, unless they receive permission from the supervising teacher, coach or bus driver or there is an emergency situation that jeopardizes the safety of students, staff, chaperones or the bus driver.
4. Students shall not turn on or use cellular telephones during school-sponsored activities or field trips unless they receive permission from the supervising teacher, coach or other person in charge of that activity.
5. The use of cellular telephones to take photographs or to receive or transport video images is prohibited at all times in locker rooms, restrooms and other similar private areas.
6. Student use of cellular telephones in the classroom is based solely on the preference of each individual classroom teacher.

Students who use a cellular telephone other than as permitted by this policy, or in violation of this policy, shall be subject to appropriate disciplinary action.

Students shall be informed of this policy annually through the student handbooks.

Legal References:

Wisconsin Statutes

<u>Section 118.258</u>	[student use and possession of electronic communication devices]
<u>Section 120.13(1)</u>	[school board power to set conduct rules and discipline students]
<u>Section 947.0125</u>	[unlawful use of computerized communication device]
<u>Section 995.50(2)(a)</u>	[intrusion on the privacy of another]
<u>Section 995.55</u>	[access to personal Internet accounts]

APPROVED: April 14, 1999, November 8, 2017

STUDENT POSSESSION/USE OF WEAPONS

No District student shall possess or use any destructive device, firearm or other dangerous weapon (as defined in the administrative rule implementing this policy) of any kind at any time:

- in any school or other building/facility owned, occupied or controlled by the District;
- on the grounds of a school or on other premises owned, occupied or controlled by the District (including recreation areas and athletic fields);
- while under the supervision of a school district authority, regardless of the student's location;
- in any District-owned vehicle or on any form of District-provided transportation; and/or
- while participating in or attending any District-sponsored program or activity.

The possession and use of facsimile firearms and/or facsimile dangerous weapons is also prohibited.

The only exception to this policy is the possession and use of a facsimile firearm/weapon in a school-approved activity as authorized by the building principal or designee. This policy is not intended to prohibit the possession or use of potentially dangerous objects not designed primarily as weapons, provided that such objects have been issued or expressly authorized by the District, and provided that such objects are possessed and used exclusively for their limited and authorized purpose.

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

Students violating this policy shall be referred to law enforcement officials and be subject to school disciplinary action, up to and including suspension and expulsion, in accordance with established procedures. Referral to law enforcement is not required for violations involving solely a facsimile firearm/weapon where there was no attempt to threaten, harass, intimidate or harm another person.

Students shall be informed of this policy annually through the student handbook and through any other means determined appropriate by the administration.

Legal References:

Wisconsin Statutes

<u>Section 118.07</u>	[school safety plans]
<u>Section 118.31</u>	[use of reasonable force to obtain weapons]
<u>Section 120.13(1)</u>	[board authority for rule-making and for suspension and expulsion]
<u>Section 120.13(1)(bm)</u>	[state law suspension mandate for possession of a firearm]
<u>Section 120.13(1)(c)2m</u>	[state law expulsion mandate for possession of a firearm]
<u>Section 120.13(1)(g)</u>	[board authority to modify expulsion mandate on case-by-case basis]
<u>Section 943.13</u>	[criminal trespass law, includes provisions related to carrying firearms]
<u>Section 948.60</u>	[possession of a dangerous weapon under 18 years of age]
<u>Section 948.605</u>	[gun-free schools zones]
<u>Section 948.61</u>	[dangerous weapons other than firearms on school premises]

Federal Laws

<u>Gun-Free Schools Act</u>	[student possession of firearms prohibited; student referral to law enforcement/juvenile justice system required in policy]
<u>18 U.S.C. Sec. 921(a)</u>	[federal definition of “firearm” (including destructive devices) that is used within the Gun-Free Schools Act and within state law governing suspensions/expulsions for firearms – section 120.13(1)(c)(2m)]
<u>Individuals with Disabilities Education Act</u>	[programs and services for students with disabilities; includes authority to order change of placement for weapons possession]

APPROVED: July 1, 1995, November 8, 2017

STUDENT WEAPONS POLICY ENFORCEMENT PROCEDURES

A. Definitions

1. A “destructive device” means:
 - a. Any explosive, incendiary, or poison gas, including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;
 - b. Any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter; or
 - c. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
2. “Firearms” include handguns, shotguns, rifles and other firearms, either loaded or unloaded, listed below.
 - a. “Handgun” means any weapon designed or redesigned, or made or remade, and intended to be fired while held in one hand and to use the energy of an explosive to expel a projectile through a smooth or rifled bore.
 - b. “Shotgun” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of the explosive in a fixed shotgun shell to fire through a smooth bore either a number of ball shots or a single projectile for each single pull of the trigger.
 - c. “Rifle” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of the explosive in a fixed metallic cartridge to fire only a single projectile through a rifled bore for each single pull of the trigger.
 - d. “Other firearms” include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, and any firearm muffler or firearm silencer.
3. “Other dangerous weapon” is any dangerous weapon that is not a destructive device or firearm. This would include any weapon, device, instrument, or material, or substance, animate or inanimate that is used for, or is readily capable of causing death or serious bodily injury (e.g., bows and arrows, crossbow, knife, sword, spear, etc.). There may be

several objects that are questionable regarding whether they are considered weapons and whether the presence of these objects requires activation and enforcement under Board policy. The administrator may use his/her discretion when interpreting use and intent with such objects.

4. “Facsimile firearm” includes any replica, toy, or other object that bears a reasonable resemblance to, or can be perceived to be, an actual firearm.
5. “Facsimile dangerous weapon” includes any replica, toy, or other object that bears a reasonable resemblance to, or can be perceived to be, an actual dangerous weapon.

B. Refer to the School Discipline Policy Handbook.

ADOPTED: November 8, 2017

SEXUAL HARRASMENT

See Policy 512

BULLYING, CYBERBULLYING, HAZING, AND/OR HARASSMENT

The River Ridge School District is committed to providing a safe, positive learning environment for all students, according to board policy. The expectation is that everyone will treat each other with respect and consideration. Actions, such as bullying, cyberbullying, hazing and harassment create an atmosphere of fear and intimidation, detract from the safe environment necessary for student learning, and may lead to more serious violence. Therefore all types of bullying, hazing and harassment are prohibited. Cyberbullying is also prohibited and treated the same as all other types of bullying.

Bullying, cyberbullying, hazing and/or harassment of any student are expressly prohibited in the following settings and/or circumstances:

- During any educational program or activity conducted by or sponsored in whole or in part by the school or school district.
- While being transported on a district provided bus or any other district vehicle.
- Accessed, created, expressed or communicated using any district owned computer, digital technology or system network.
- Sent or passed on through any type of non-district owned technology or personal electronic device while on school grounds, at any school-related or sponsored activity, or on district provided transportation.
- Any type of threat indicated to be carried out in a school setting. This includes threats made outside of school hours that communicate intent to be carried out during any school-related or school-sponsored program or activity, or on district provided transportation.

APPROVED: September 15, 2010

CELL PHONE

Student use of cell phones is permitted before and after the instructional day. The instructional day is defined as the correct period of time that all students are required to be in school. The following applies to student use of cell phones while at school, or while on premises owned or rented by, or under the control of the River Ridge School District.

- The use of cell phones during the instructional day is prohibited.
- All cell phones, even when stored, shall be kept off during the instructional day.

- All students shall keep their cell phones in a locked hall locker or in their back packs at all times.
- The use of cell phones during off campus school activities under the direction and supervision of school staff is subject to the discretion of the teacher or other staff member in charge of that activity.

All violations of this policy are to be reported directly to the principal, and are subject to disciplinary action based upon the severity of the offense.

DISCIPLINARY PROCEDURES FOR USE OR POSSESSION OF ELECTRONIC SIGNALING DEVICES

Any students found using or possessing cell phones, including those with enhanced messaging features on his or her person during the school day, except for medical purposes or approved by the principal for student use, shall be disciplined according to the following procedures:

1. The student's parent(s)/guardian will be notified and on the first offense the device will be confiscated and will be returned to the student at the end of the day.
2. Depending on the severity of the infractions, all subsequent offenses, the principal/designee will confiscate the device until a parent/guardian can pick it up and the student will be subject to up to five (5) days in-school suspension.
3. Students may be subject to higher level disciplinary procedures if the infraction is severe.

Approved: January 19, 2009

MARRIED STUDENTS AND SCHOOL AGE PARENTS

Students shall have an equal opportunity to participate in student activities and programs without regard to pregnancy, marital or parental status.

In accordance with state law, the Board shall make available to any school-age parent in the district program modifications and services that will enable the student to continue his/her education. School-age parent includes any person under the age of 21 who is not a high school graduate and is a parent, an expectant parent or a person who has been pregnant within the immediately preceding 120 days.

The Board and/or school employees shall not, in any manner, compel a pregnant student to withdraw from her regular education program.

LEGAL REF.: Sections 115.915 Wisconsin Statutes
 118.13
 118.15(4m)
 118.153

CROSS REF.: 342.3, Programs for Children at Risk
 411, Equal Educational Opportunities

APPROVED: July 1, 1995

STUDENT INTERVIEWS WITH OUTSIDE AGENCY PERSONNEL

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

Law enforcement and other outside agency personnel may interview students at school during the school day at the request of or with authorization from the building principal or designee. Every effort should be made to schedule and conduct student interviews with outside agency personnel in a way that minimizes disruption of the student's normal school day, minimizes disruption of the normal functioning of the school, and minimizes the extent to which students may be distracted from their school work and classes.

Parent or guardian notification of student interviews with outside agency personnel is not required but is encouraged. School personnel shall not notify parents or guardians of a student

interview conducted for child abuse or neglect investigation purposes without approval of the outside agency personnel conducting the interview.

The building principal or designee may be present during a student interview with outside agency personnel, unless the student or his/her parent or guardian requests otherwise. Outside agency personnel conducting child abuse or neglect investigations may, in the exercise of professional judgment and in accordance with department standards, exclude school personnel from the interview.

It is the responsibility of the building principal or designee to ensure fair and consistent implementation of this policy.

Legal References:

Wisconsin Statutes

[Section 48.981\(3\)\(c\)](#) [child abuse/neglect investigations; authority to interview child without parent permission]

[Section 118.125\(2\)](#) [confidentiality of student records; allows record sharing with law enforcement and other agency officials under certain circumstances, including student health and safety]

[Section 118.257\(2\)](#) [liability exemption for student referral to law enforcement officials for alcohol and other controlled substances]

[Section 946.40](#) [refusing to aid officer]

[Section 946.41](#) [resisting or obstructing officer]

Adoption Date: June 16, 2016

STUDENT SEARCH ACTIVITIES

SEARCHES

The River Ridge School District recognizes its responsibility to provide students and staff with a safe, drug-free environment that is conducive to learning. It also recognizes that students have basic constitutional rights. School officials must balance the individual's expectation of privacy and personal security against the school district's need to maintain an orderly environment in which learning can take place.

Lockers and vehicles parked on school property may be searched. A student's person and personal belongings carried by students (not placed in a locker) will not be searched unless reasonable suspicion exists (alerting of a trained dog may constitute reasonable suspicion) that a school policy, rule, or law has been violated. Searches may be conducted before school, during school, after school, and/or during school sponsored activities.

Students found in violation of this policy may be referred to law enforcement as well as action by the River Ridge School Board, which may include suspension and/or expulsion if controlled substances or look-a-likes are discovered.

LOCKER SEARCHES

A student has no reasonable expectation of privacy when using a school locker if the school has a written policy retaining ownership and control of school lockers and when notice of this policy is provided to students. Therefore, it is the policy of the River Ridge School Board that:

School lockers are the property of the River Ridge School District. At no time does the River Ridge School District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

A student's privilege of using a school locker is conditioned upon the student's consent to a search. The notice of this policy is included in the student handbook.

STUDENT SEARCHES

A student search will be carried out in a reasonable manner based upon a reasonable suspicion that a search will reveal evidence of a violation of either the law or school rules.

The school official or designee who is conducting a student search may request a student to empty pockets, purses, backpacks or other articles used to carry personal effects, to remove hats, shoes and/or roll socks down. The school official may also request a student to remove outer garments, such as sweatshirts, sweaters, jackets or vests if worn over blouses, shirts or t-shirts. No school official has the right to request the removal of any other clothing or to conduct a strip search of a student.

School officials, employees or agents of the School Board are specifically prohibited by sections 118.32 and 948.5 of the state statutes from conducting a strip search of any student.

The school official conducting the search will notify the student's parent/guardian of the reason for such a search. The official conducting the search will maintain a record of the search detailing the action taken, the reasons for the action, information relied upon, person or locker searched, list of items found, list of items seized, the results of the action, date and time parent/guardian was contacted, signature of the person conducting the search, and signature of the witness.

School officials will make a good faith effort to notify a student's parent/guardian when law enforcement officials conduct a search of a student or the student's property unless such action would interfere with a police investigation.

Items seized during a search by school officials will be safeguarded until determination has been made by the appropriate authorities for the disposition of said items.

VEHICLE SEARCH

The River Ridge School District reserves the right to search vehicles parked on school property. A student's privilege of parking on school property is conditioned upon the student's consent to search. The notice of this policy is outlined in the student handbook.

BAG/LUGGAGE SEARCH

A school employee or designee may need to search student bag(s)/luggage during a school-sponsored trip. Such a search will be carried out in a reasonable manner based upon a reasonable suspicion that the search will reveal evidence of a violation of either the law or school rules. A student's participation in the school-sponsored trip is conditioned upon the student's consent to a search.

CANINE SEARCH

Searches by dogs specially trained to detect the odor of controlled substances will be used to search the building, grounds, and parking lot at the discretion of administration. The searches will be scheduled by school officials on a random basis. The searches will be used when a reasonable suspicion exists that controlled substances may be located in the building; that controlled substances may be located in vehicles parked in/on school property. Also, canine searches will be conducted as a preventive measure when viewed as a benefit to the ongoing drug prevention effort and for school management/discipline reasons.

The use of these trained dogs for instructional purposes will be scheduled through the building principal/designee.

Approved: April 14, 1999 , Reviewed and renumbered September 13, 2016

447

STUDENT DISCIPLINE

Students shall be informed of student conduct rules and regulations and shall be expected to adhere to them. Students who become problems in regard to cooperation, who are antagonistic to the development of habits of self-control, who commit acts which interfere with the welfare of the school program or who pose a clear and present danger to members of the school community shall be disciplined in accordance with established Board policies and procedures. Guidelines shall be developed which emphasize the positive and consistent implementation of school discipline.

The administration shall take such action as is necessary and permitted by law to insure the discipline and orderly conduct of the school. Disciplinary action as established may be suspended for just cause at the discretion of the district administrator or in his/her absence, of the building designee. Action may be taken with respect to any offense which interferes with the orderly conduct of the school or which impairs the usefulness and well-being of the school regardless of the existence or nonexistence of a specific rule covering the offense.

Disciplinary measures shall be used which take into account the dignity of the student, the seriousness of the infraction and the need for positive motivation of the student. The ultimate goal is to develop an understanding of self-discipline and its necessity in society. School staff shall ensure that proper conduct and behavior is maintained by students in the classrooms, on school premises, on school buses and during school-sponsored activities. When an individual staff member is unable to adequately handle a behavior situation alone, he/she should contact the administration.

Corporal punishment may not be used by a member of the school district staff. Teacher-parent and teacher-administrator communication is essential in assisting the student in coping with their expanding environment. Parents or guardians of a student whose conduct repeatedly violates school rules will be contacted and requested to meet with school personnel to discuss the problem(s).

The River Ridge School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
118.31
120.13(1)
PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 443-Rule, Student Conduct Rules
411-Rule, Discrimination Complaint Procedures
447.2, Student Detentions
447.3, Student Suspensions/Expulsions
522, Staff Ethics

APPROVED: July 1, 1995

STAFF USE OF PHYSICAL FORCE

Students shall not be subjected to corporal punishment in any form. Corporal punishment is defined as the intentional infliction of physical pain used as a means of discipline.

School personnel may use reasonable and necessary force as authorized by law to protect the health, safety and/or property of individuals within the school community. Specifically, school personnel may use reasonable and/or necessary force under the following circumstances:

- to quell a disturbance or prevent an act that threatens physical injury to another person;
- to obtain possession of a weapon or other dangerous object;
- for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
- to remove a disruptive student from school premises, a motor vehicle or a school-sponsored activity;
- to prevent a student from inflicting harm on him/herself; or
- to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may also be used in the District.

Anyone using physical force in violation of this policy should be reported to the building principal, who shall take appropriate action to deal with the policy violation. This shall include, but not necessarily be limited to, notifying the parents/guardians of the student involved and taking proper school disciplinary action against the offender.

Building principals shall be responsible for informing students, parents/guardians and school personnel of this policy annually.

Legal References:

Wisconsin Statutes

Section 115.787(3)(b)1 [IEP team duties; behavioral interventions and supports]

Section 118.164 [student removal from class]

Section 118.31 [use of physical force and corporal punishment; policy required]

Cross References: 447 Student Discipline

Adoption Date: July 1, 1995

Revised: April 11, 2018

USE OF SECLUSION AND PHYSICAL RESTRAINT

Maintaining a safe and productive environment for student learning is a high priority of the School Board. Positive behavioral interventions and supports shall be considered and utilized to address behavior that interferes with the student's learning or the learning of others. The Board recognizes that there may be times when a student will engage in dangerous or significantly disruptive behavior that requires immediate attention and intervention. In such cases, school personnel shall avoid the use of any excessively restrictive intervention and shall make reasonable efforts to identify the least restrictive interventions that might be effective and appropriate to the situation.

Seclusion and physical restraint, as defined under state law, shall be used as behavioral interventions on students only when such use is consistent with applicable legal requirements, any applicable individualized education program (IEP) and behavior intervention plan, Board policy, and established District procedures.

Not all of the restrictions and conditions set forth in state law that apply to the use of seclusion and physical restraint are expressly identified in this policy. However, to ensure their appropriate use in a manner that is consistent with the Board's expectations, the Board sets forth the following limitations and guiding principles for the use of seclusion and physical restraint in the District:

1. School personnel may use seclusion or physical restraint only when the student's behavior presents a clear, present and imminent risk to the physical safety of the student or others.
2. School personnel may use seclusion or physical restraint only when less restrictive or alternative approaches have been considered and attempted, or considered and deemed inappropriate for the current situation.
3. The purpose for using seclusion or physical restraint is to defuse a physically dangerous situation, protect the students and others from injury, and regain a safe and productive learning environment. Neither physical restraint nor seclusion should be used as a punishment or as a substitute for appropriate educational/behavioral intervention and support.
4. The type of behavioral intervention utilized in a given situation should be appropriate to the student's age and developmental level, and take into account any medical, psychological or other issues the student may have. Neither physical restraint nor seclusion shall be used as an intervention when it is known that the use of the intervention would involve an inappropriate risk to the student's health or safety due to the student's personal medical issue(s) or medical condition(s).
5. When either seclusion or physical restraint is used as an intervention, it shall not be used for a period of time beyond that which is reasonably necessary to resolve the imminent risk to physical safety.

6. Verbal outbursts and threats do not constitute an imminent risk to physical safety justifying the use of seclusion or restraint unless the student has also identified or demonstrated a plausible means of carrying out the threat.
7. Seclusion and physical restraint shall be administered in a humane, safe and effective manner, and without intent to harm or create undue discomfort (physical or emotional).
8. The District shall not discriminate in the methods, practices and materials used for counseling students, standards or rules of behavior or disciplinary actions, including the use of seclusion or physical restraint, on the basis of the student's sex, race, color, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This does not prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.
9. The District shall provide training on interventions to designated staff members in each school building who are most likely to be called upon to prevent or address dangerous or significantly disruptive student behavior. Only designated school personnel who have received proper training may implement seclusion or physical restraint interventions, except that physical restraint may be used by non-trained school personnel in an emergency situation where all other limitations and restrictions have been satisfied, but only if a designated staff member who has received training on the use of physical restraint is not immediately available due to the unforeseen nature of the emergency. No exceptions to the training requirement are allowed for the use of seclusion. Completed training shall be documented.
10. All use of seclusion and physical restraint shall be documented and reported to the building principal and to the student's parent or guardian. In addition, an annual report on the use of seclusion and physical restraint in the District shall be provided to the Board.

Nothing in this policy prevents school personnel from using reasonable and necessary force under the conditions and to the extent authorized by state law and Board policy.

School staff shall be informed of this policy annually.

An annual review of the use of seclusion and physical restraint in the District shall be conducted by the District Administrator or designee and documented to ensure that behavioral interventions involving the use of seclusion or physical restraint are done in accordance with state law, Board policy and established procedures.

Legal References:

Wisconsin Statutes

Section 115.787(2)(i) [IEP team duties; use of seclusion or physical restraint]

Section 115.787(3)(b)1 [IEP team duties; behavioral interventions and supports]

<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.164</u>	[student removal from class]
<u>Section 118.305</u>	[use of seclusion and physical restraint]
<u>Section 118.31</u>	[corporal punishment prohibited; staff use of reasonable and necessary authorized; policy required]

Federal Laws

Individuals with Disabilities Education Act [programs and services for students with disabilities]

Cross References: 447 Student Discipline
447.1 Staff Use of Physical Force

Adoption Date: April 11, 2018

STUDENT SUSPENSIONS/EXPULSIONS

Suspension

A student may be suspended from school for a violation of reasonable school rules; for conduct while either at or not at school or under or not under the supervision of a school authority which endangers the health, safety or property of others at school or under the supervision of a school authority; or, for knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives. The district administrator and building principal shall be authorized to suspend a student for a period not to exceed five school days as provided by law. A student may be suspended for up to ten school days when an expulsion hearing is pending.

Prior to any suspension, the student shall be advised of the reason for the proposed suspension. The student's parent or guardian shall be given prompt notice of the suspension in accordance with state law and established procedures.

Suspended students shall be allowed to make up any quarterly, semester or grading period examinations missed during the suspension period.

Expulsion

The Board may expel a student from school for repeated refusal or neglect to obey school rules or regulations; for knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; or, for engaging in conduct while at or not at school or while under or not under the supervision of a school authority which endangers the property, health or safety of others at school or under the supervision of a school authority, and is satisfied that the interest of the school demands the student's expulsion. All student expulsions, including those involving students with disabilities, shall follow all statutory procedures and requirements.

LEGAL REF.: Section 120.13 (1) Wisconsin Statutes

APPROVED: July 1, 1995 REVISED October 26, 2016

STUDENT INSURANCE PROGRAM

The River Ridge School District shall provide an insurance program for students in grades kindergarten through 12, as a supplement to the individual's own health insurance. This insurance plan shall be at no cost to the students.

Students are covered by school district insurance while on school grounds during school hours, while at school-related activities, and while on the bus.

All student injuries must be reported to the administrator's office as soon as possible for insurance purposes.

LEGAL REF.: Section 120.13 (2) Wisconsin Statutes

APPROVED: July 1, 1995

452

STUDENT AID PROGRAMS

School children who claim that the financial condition of their families are such that they cannot afford to pay for the required materials and supplies may request financial assistance from the school district.

Before any financial assistance is given to such children, the parent or guardian of the child(ren) shall submit a statement of need to the district administrator for evaluation. If the student's family is on welfare, or is receiving aid from any of the welfare organizations, this fact should be noted on the statement. Requests for financial assistance shall be filed in the administrative office. The parent or guardian of the child(ren) shall be advised of any action taken by the administrative office.

The administrative office shall report the names of indigent children to the authority administering general relief for the county.

LEGAL REF.: Sections 118.17 Wisconsin Statutes
120.12(11)

APPROVED: July 1, 1995

453

EMERGENCY NURSING SERVICES

Emergency nursing services for the River Ridge School District shall be provided in cooperation with the Grant County Health Department. Emergency nursing services shall be available during the school day and during all school-sponsored activities for students, including summer school, field trips, athletic events, and other co-curricular and extracurricular activities.

To ensure the provision of an appropriate emergency nursing services program:

1. The District Administrator shall have primary administrative responsibility for the District's emergency nursing services program, including ensuring that the District conducts an annual

review of the emergency nursing program and that the findings and recommendations from the annual review are presented to the District Administrator and School Board.

2. The District shall contract for the services of one or more registered nurse(s) knowledgeable and skilled in emergency nursing care whose responsibilities for the District shall include the nursing-related duties identified in this policy. The District Administrator shall serve as the primary administrative contact for the contracted nurse(s).
3. The District shall arrange for a physician to serve as the District's medical advisor for the emergency nursing services program and in connection with handling other significant student and school health concerns. The District Administrator and the registered nurse(s) serving the District shall be the primary point of contact with the District's medical advisor on an as-needed basis.
4. The Board shall act to approve the emergency nursing procedures that are developed (or revised) under the direction of a registered nurse pursuant to applicable law and this policy.
5. Taking under consideration any recommendations that are provided by a registered nurse serving the District, the District shall make available the equipment and supplies necessary for providing emergency nursing services in the District. A health room/area shall be designated in each school building.
6. The District Administrator or a designee shall ensure that emergency information forms are on file for all students who are attending school or otherwise participating in any school-sponsored athletic activity in the District, regardless of the student's full-time status, enrollment status, or residency.
7. In consultation as needed with a registered nurse serving the District, the District Administrator or an administrative-level designee shall oversee the day-to-day implementation of the District's emergency nursing procedures, including ensuring that the District's current emergency nursing procedures and protocols are disseminated to appropriate school personnel.
8. In consultation as needed with a registered nurse serving the District, the District Administrator or an administrative-level designee shall assign direct responsibilities to appropriate school personnel related to the provision of emergency care and other health-related services. The building principal of each school shall always be among the designated staff who are assigned and trained to serve as site-based first responders in the event of a health-related emergency. As used in District policy, the term "site-based first responder" is a local term that should be not equated with a "certified first responder" under state law.

9. In consultation as needed with a registered nurse serving the District, the District Administrator or a designee shall arrange for the training of designated school district staff in regard to the District's emergency care protocols (e.g., general first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED)), the administration of medication to students, and the implementation of the District's bloodborne pathogens/exposure control plan. As needed, the District shall similarly arrange for the training of school personnel related to the District's provision of specialized health-related services to individual students. The District Administrator or a designee shall maintain appropriate records of all such training.

In providing for the coordination and oversight of emergency nursing services, one or more registered nurses designated by the District shall:

1. Direct the development and revision of the District's emergency nursing procedures, including protocols for the administration of medication to students, protocols for dealing with student injury and illness (e.g., first aid protocols and other emergency procedures), and related recordkeeping procedures. The nurse shall develop these procedures in cooperation with District Administrator and, on an as needed basis, in consultation with the District's medical advisor and/or the county health department or other community health agencies.
2. At the end of each school year, participate in an annual review of the District's emergency nursing services program and related policies, procedures, and protocols.
3. Provide, or provide any necessary nursing-related supervision in connection with, any specialized health-related services that the District provides to individual students with special health care needs.
4. Provide consultation to the District's administrative staff and designees as described above in this policy.

To the extent consistent with the District's service contracts, the registered nurse(s) serving the District may also:

1. Assist in identifying and in arranging for any necessary services and accommodations for students within the District who have medical or health concerns that may require an individualized health plan, allergy management plan, Section 504 plan, or individualized education program (IEP).
2. Serve as a resource person for administrators and school personnel on student and school health issues, including but not limited to communicable disease control, the District's bloodborne pathogen/exposure control plan, and concussion and head injury management (e.g., for issues that may arise beyond the initial injury).
3. Serve as a resource person for administrators and school personnel regarding the District's provision of instruction to students regarding personal health and life-saving skills.
4. Serve as a liaison between the schools and community-based health agencies and services.

Legal References:

Wisconsin Statutes

Section 118.07(1)	[first aid kit requirement]
Section 118.076	[required lifesaving skills instruction for students, including use of CPR and automatic external defibrillators]
Section 118.125	[student records management, including student physical health records and patient health care records]
Section 118.29	[medication administration by school personnel, including emergency administration in certain situations]
Section 118.291	[possession and use of inhalers by asthmatic students]
Section 118.292	[possession and use of epinephrine auto-injectors by students]
Section 118.2925	[plans for the management of life-threatening allergies]
Section 118.293	[concussions and head injuries]
Section 121.02(1)(g)	[school district standard; emergency nursing services requirement]
Section 146.81 to 146.84	[confidentiality of patient health care records]
Section 440.01(1)(ad)	[automated external defibrillator definition]
Section 895.48	[limited civil liability exemption related to emergency medical care, including the good-faith emergency use of an automated external defibrillator]

Wisconsin Administrative Code

Chapter N 6	[standards of practice for registered nurses and licensed practical nurses]
PI 8.01(2)(g)	[school district standard; emergency nursing services policy/procedure requirements]
SPS 332.50	[federal bloodborne pathogens/exposure control plan requirements adopted by the state]

Federal Laws

29 Code of Federal Regulations (CFR), Part 1910 - Subpart Z [bloodborne pathogens/exposure control plan requirements]

APPROVED: July 1, 1995

REVISED: May 8, 2019

EMERGENCY CARE PROCEDURES

A. Student Emergency Information

1. An emergency information form must be completed for each student upon his/her initial enrollment or attendance in school or his/her participation in any District-sponsored athletic activity for students. The form shall be completed regardless of the student's full-time status, enrollment status, or residency. At least annually, each school shall request that the student's parent or guardian provide any updates to the emergency information that is presently on file. The student's emergency information shall also be updated any time during the school year that a parent or guardian submits a change. The form shall include:
 - a. Emergency contact names and information in the event of an accident, injury, illness, or other emergency.
 - b. Information about any special health concerns or procedures relevant to the student.
2. Upon receipt of a new or amended emergency information form provided by a parent or guardian, the Health Aide shall ensure that the information is reviewed by an appropriate staff member or other representative of the school to determine whether the District may need to follow-up with a further response or inquiry. A registered nurse serving the District shall be consulted as necessary in connection with the review of emergency information forms.
3. Emergency health information shall be kept in the relevant school office and shall be shared with school personnel and other school officials as deemed appropriate and necessary, consistent with legal requirements and with the District's student records policy and procedures.
4. When students are involved in school-sponsored activities away from school, student emergency information will be made available in order to enable activity supervisors to appropriately address any individualized health concerns or possible emergency situations. It is the joint responsibility of the Health Aide and the staff who are planning/supervising the activity to ensure that this information is readily available.

B. Individualized Health/Medical Plans

1. The Grant County Health Nurse along with the student's doctor develops individualized health/medical plans for students (including allergy management plans) on as-needed basis and in a manner consistent with applicable law. In appropriate cases, individualized planning will occur in connection with the development of a Section 504 plan or individualized education program (IEP).
2. In most cases, a team-based approach will be used to develop any individualized plan, including consideration of relevant medical information and recommendations. A

registered nurse serving the schools will generally be involved in the process of establishing and monitoring any such plan.

3. As needed, a nurse serving the school will provide nursing-related supervision, including but not limited to providing or arranging for appropriate training of designated school personnel, in situations where a student's plan calls for the District to provide specialized health services.

C. Planning for Possible Medical Emergencies in Connection with Activities Held Away from School

1. When students will be participating in a District-sponsored activity that is being held away from school, activity organizers/supervisors are expected to engage in both general and student-specific planning for possible emergency care needs. General planning may involve tasks such as identifying unusual activity-specific risks (e.g., unusually hazardous areas, increased opportunities for student exposure to likely allergens, unusual physical demands), assessing the availability of medical and emergency services/facilities near the activity location(s), verifying that activity supervisors will have access to students' emergency information, and informing accompanying school personnel and volunteers about what to do in case of a medical or health-related emergency. Student-specific planning involves an assessment of needs related to any special health concerns of the individual students who will be participating in the activity.
2. The extent of emergency care planning for such away-from-school activities should generally be proportionate to the uniqueness of the location and type of activity. For example, general emergency planning can often be less extensive in connection with recurring activities (e.g., away contests for students participating in athletics) when participating staff, students, and students' parents and guardians can be expected to be reasonably familiar with the nature and location(s) of the activity.
3. Activity organizers/supervisors shall consult with the building principal and a registered nurse serving the District on an as-needed basis to assist with emergency care planning for such away-from-school activities.

D. Emergency Equipment and Supplies

1. First aid supplies and equipment will be placed in the following accessible locations within each school building: each classroom in the building and the health room in the District Office.
2. A copy of the District's first aid procedures/protocols will be maintained in each location, designated above, where first aid supplies and equipment are kept.
3. Mobile first aid kits shall be available for field trips and similar away-from-school activities involving students.
4. Each building principal shall assign a staff member(s) to maintain a regular inventory of the first aid supplies/equipment and to notify the principal or his/her designee when additional supplies/equipment are needed.

5. A copy of the *Wisconsin Childhood Communicable Diseases Chart* from the Wisconsin Department of Health Services shall be maintained in each school's primary student health room/area.
6. An automated external defibrillator (AED) will be available in the following school building location(s) in the District: outside the District Office and in the middle school building. The AED shall be used and maintained in accordance with legal requirements, the manufacturer's specifications, and established District procedures.

E. Designation and Training of Emergency Care Providers

1. The District Administrator in consultation with a registered nurse serving the school, shall:
 - a. Designate an appropriate number of staff members, by building, to serve as site-based first responders in case of a medical/health care emergency occurring in the school. Including the building principal, a minimum of two staff members per school building shall be designated as site-based first responders.
 - b. Designate any staff members who, in addition to the site-based first responders, will receive role-appropriate training and be available to implement relevant emergency care procedures in particular situations (e.g., in connection with school-sponsored activities that take place off school premises or outside of the normal school day, such as field trips, athletic events, and other co-curricular and extracurricular activities).
2. The District Administrator in consultation with a registered nurse serving the school, shall also monitor each school's implementation of a role-specific training schedule for the individuals who have been designated to implement elements of the District's emergency care procedures.
3. All individuals designated as site-based first responders shall receive broad training related to the District's emergency care procedures, including training in at least the following areas:
 - a. the District's general first aid protocols (e.g., student injury/illness response protocols);
 - b. cardiopulmonary resuscitation (CPR);
 - c. the use of an automated external defibrillator (AED);
 - d. the District's policies and procedures concerning the administration of medication to students;
 - e. the District's bloodborne pathogens/exposure control plan; and
 - f. the District's policy and procedures concerning communicable disease management.
4. A registered nurse serving the schools shall provide, or assist in arranging for the provision of, first aid training and such other role-appropriate training for designated

emergency care providers as may be required by law and/or under District policies/procedures.

5. The Health Aide and the Grant County Health Nurse or a designee shall maintain records of who has been trained, the specific training provided, and the date of the training. No less often than annually, the Grant County Health Nurse (or his/her designee) shall provide the District Administrator with a report of the training completed by school personnel since the last report and a list of any scheduled training that has not been successfully completed as scheduled.

F. General Emergency Care Procedures

In case of an accidental injury or illness occurring on school premises or during a school-sponsored activity, these general procedures shall be followed:

1. Serious Injury/Accident or Illness

- a. Designated school personnel (site-based first responders whenever available) shall assess the situation and administer basic first aid as needed to:
 - restore and maintain open airway,
 - restore and maintain breathing,
 - promote adequate circulation,
 - stop severe bleeding, and/or
 - treat for shock.

As soon as it is determined to be necessary/appropriate, a call should be placed to 911 to summon professional emergency medical assistance (ambulance, rescue squad, etc.).

If a health care professional (e.g., a registered nurse or physician) or any professional emergency medical assistance personnel are present at the location of an incident, he/she should be immediately summoned to the scene or contacted for consultation if practical.

Based on the nature of the injury or other medical condition, and consulting with a health care professional or emergency response service when practical, school personnel responding to the emergency should (1) identify the first aid protocol(s) that provide further guidance and direction in the particular situation; (2) determine whether or not it is appropriate to attempt to move the individual; and (3) determine the extent to which school personnel should take responsibility for further implementing emergency assistance.

- b. No internal or external medication should be administered to the individual unless specifically prescribed or specifically authorized under the conditions outlined in state law and in the District's medication administration procedures 453.4-Rule.
 - c. If the emergency situation involves a student, the student's parent(s) or guardian(s) shall be contacted as soon as reasonably practical under the circumstances. If the parent or guardian cannot be reached, the emergency contact(s) as identified on the student's emergency information form on file with the District shall be called. A responsible adult should remain with the student until the parent(s) or guardian(s) assumes responsibility if possible.
 - d. The building principal or designee shall be informed immediately if the accident, injury, or illness occurs during the school day. If the accident, injury, or illness occurs outside of the school day or at an activity off school premises, the building principal or designee shall be informed as soon as possible, but no later than the next school day.
2. Minor Accidents/Injuries/Illness
- a. Designated school personnel (i.e., on-site nurses, health assistants, or other designated site-based first responders, whenever available) will provide the appropriate intervention/response to any minor injury or illness occurring on school premises or during a school-sponsored activity as deemed necessary for the situation. This may include, for example, administering general first aid, cleaning wounds, applying sterile dressings or cold compresses, or seeking further medical attention.
 - b. If a student becomes ill during the school day, school personnel should send him/her health room in the District Office to rest or for attention. Office personnel will provide care for the student or make a parent or guardian contact to determine whether the student needs to be sent home. If the parent or guardian is unavailable, the emergency contact person identified on the student's emergency information form will be notified. In making a determination whether to send a student home from school, school personnel shall consider protocols outlined in the District's emergency services and communicable disease management procedures. If it is determined the student is to be sent home, arrangements will be made for the student to leave the school premises. If all contact attempts fail and the student's parent or guardian or emergency contact person are not available, the student is to remain in school, segregated from other students if necessary, and continued attempts will be made to reach the parent or guardian or emergency contact person.

G. Accident Reporting and Recordkeeping

1. The person(s) administering emergency care or assistance under these procedures is responsible for ensuring that the first aid or other emergency care administered in relation to accidents, injuries, or illnesses are properly documented within the designated "First Aid/Emergency Care Log." This log of emergency nursing services performed shall be maintained in each school building in the District.
2. In addition to completing the "First Aid/Emergency Care Log," the relevant class/activity supervisor(s) and the school employee(s) who assumed primary responsibility for

responding to a specific accident/incident have joint responsibility for ensuring that they promptly (i.e., usually on the same day as the incident) notify the building principal and complete a written Accident/Injury Report for any accident/incident involving an injury, or possible injury, to a student that occurs: *{Editor's Note: If a district wants this statement to also cover the reporting of accidents/injuries involving district employees and others that occur under these circumstances, this section of the rule should be revised accordingly.}*

- a. in school or on school grounds during the school day;
- b. on school premises, but outside of the school day; or
- c. at a school-sponsored activity that is held outside of the school day and/or off school premises.

Accident/Injury Report forms are available in the school office.

3. School personnel shall be made aware of and are expected to adhere to relevant confidentiality standards regarding student records and patient health care records as established pursuant to applicable laws, regulations, and District procedures.

H. Annual Review of Emergency Nursing Services

The District shall conduct an annual review of the District's emergency nursing services program and related policies/procedures, including medication administration policies/procedures, at the end of each school year.

1. The review shall be conducted with the involvement of a registered nurse serving the District and in consultation with appropriate school personnel.
2. Completed Accident/Injury Report forms and First Aid/Emergency Care Logs shall be reviewed during the annual process to help evaluate the emergency protocols utilized, the adequacy of the services provided, and the accuracy and completeness of data recorded.
3. On an as needed basis, and maintaining appropriate confidentiality standards, the review team may consult with the District's medical advisor and/or representatives of community health agencies.
4. The findings of the review shall include the identification of any recommend changes to the program that would improve quality, efficiency, or safety. The administration shall ensure that any new or substantive revisions to first aid, injury, illness, or medication administration protocols are reviewed and approved by a registered nurse serving the District prior to being presented for adoption by the School Board.
5. The Board shall normally be informed of the findings of the annual review of the District's emergency nursing services program, related policies/procedures, and any recommended changes at any applicable Board meeting.

APPROVED: July 1, 1995

REVISED: May 8, 2019

STUDENT PHYSICAL EXAMINATIONS

Any student participating in a school-sponsored interscholastic athletic activity shall be required to have a physical examination every other year in accordance with Wisconsin Interscholastic Athletics Association (WIAA) regulations. No student may practice or participate until a physical exam or renewal card is on file in the high school office.

Student physical examination records shall be maintained in accordance with state law and the Board's policy on student records.

Health Screening

The district shall conduct student health screening programs according to the recommendations of and with the assistance of the Grant County Public Health Nursing Service.

LEGAL REF.: Sections 118.125 Wisconsin Statutes
118.25(3)
146.81 - 146.83

CROSS REF.: 347, Student Records

APPROVED: July 1, 1995

COMMUNICABLE DISEASE CONTROL

The River Ridge School District shall cooperate with state and local public health officials in establishing and maintaining appropriate health standards for the school environment, promoting the good health of students and staff, and educating students and staff in disease prevention methods and sound health practices. State and federal laws and regulations and local ordinances related to communicable disease reporting and control shall be followed.

In an effort to maintain a safe and healthful school environment, the District shall provide information to students and staff regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and during school-related activities. District employees shall receive specific training regarding the District's Exposure Control Plan and will be expected to comply with provisions of the plan when they are exposed to blood or other potentially infectious agents or materials.

Students and District employees may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, including any disease identified within the Wisconsin Childhood Communicable Diseases Chart that is published by

the Department of Health Services or any other disease expressly defined or identified as communicable by a public health agency, that poses a significant health risk to others or that renders them unable to adequately perform their jobs or pursue their studies. Such decisions will be made on an individual basis and in consultation with one or more health care professionals. Students and employees excluded from school pursuant to this policy may appeal their exclusion as set forth in the administrative procedures implementing this policy.

The District recognizes that an individual's health status is personal and private. Therefore, the District shall handle information regarding students and District employees with suspected or confirmed communicable diseases in accordance with state and federal laws and Board policies governing the confidentiality of student and staff health records.

Schools may be closed for public health reasons by order of a public health officer or agency or as determined to be necessary by the District Administrator.

Legal References:

Wisconsin Statutes

Section 103.15	[restrictions on use of HIV test results in relation to employment]
Section 111.31	[fair employment law; nondiscrimination]
Section 115.01(10)	[addressing school closures for public health and other reasons]
Section 118.01(2)(d)2c	[instructional program goals; teaching about certain health subjects including symptoms of disease and sexually transmitted diseases]
Section 118.07(3)	[requirement to provide parents of sixth-grade students information about meningococcal disease]
Section 118.125	[student records management, including student physical health records and patient health care records]
Section 118.13	[student nondiscrimination]
Section 118.15(3)(a)	[compulsory school attendance; exception for student excused because he/she is temporarily not in proper physical or mental condition to attend school]
Section 118.195	[teacher nondiscrimination on basis of handicap]
Section 121.02(1)(i)	[provision of safe and healthful facilities]
Sections 146.81 – 146.83	[patient health care records]
Section 252.04	[student immunization requirements]
Section 252.15	[restrictions on use of HIV test results]
Section 252.19	[protection of public from communicable diseases]
Section 252.21	[communicable disease reporting requirements and exclusion from school]

Wisconsin Administrative Code

DHS 145	[communicable disease control regulations]
DHS 145 – Appendix A	[list of communicable diseases and other notifiable conditions]
SPS 332.50	[federal bloodborne pathogens/exposure control plan requirements adopted by the state]

Federal Laws

29 Code of Federal Regulations (CFR), Part 1910 - Subpart Z [bloodborne pathogens/exposure control plan requirements]

Americans with Disabilities Act of 1990 [nondiscrimination on the basis of disability; reasonable accommodations]

Section 504 of the Rehabilitation Act of 1973 [nondiscrimination on the basis of handicap; reasonable accommodations]

Cross References:

453.2-Rule, Communicable Disease Control Procedures

112-Rule, Complaint Procedures (Discrimination)

347, Student Records

411-Rule, Discrimination Complaint Procedures (Student Nondiscrimination)

524, Personnel Records

APPROVED: July 1, 1995

REVISED: June 12, 2019

COMMUNICABLE DISEASE CONTROL PROCEDURES

A. Educational and Preventive Measures

1. The District will ensure that all immunizations (or related waiver) and health examinations/tests (e.g., tuberculin skin test or chest x-ray) required of students and staff by law and Board policy have been obtained. Staff shall refer to and follow the District's immunization plan and related District policies when carrying out this task.
2. The Health Aide shall be responsible for the maintenance of a health station/area in each school building. The Health Aide shall post the Department of Health Services' Wisconsin Childhood Communicable Diseases Chart in the health station/area for access and use by designated school staff when making decisions under the District's communicable disease control policy and these procedures. This chart includes information on specific diseases, including signs and symptoms, incubation periods, periods of communicability, modes of transmission, and control measures/public health responses.
3. First aid kits and other supplies and equipment appropriate to reducing the risk of transmission of communicable diseases in the school environment, as determined in consultation with public health officials, will be provided in each school building.
4. The Grant County Health Department Nurse shall ensure that the District provides parents and guardians of students in the 6th grade with information about meningococcal disease as mandated by state law.
5. The District Office shall provide general information regarding suppression and control of communicable diseases to all new employees (i.e., substitutes, coaches, professional and support staff). This information will be provided periodically in training programs for all existing staff. In addition to this training, those employees who are occupationally exposed to blood or other potentially infectious materials in the performance of their duties shall receive special training upon initial employment and annually thereafter. Such training shall be provided in accordance with provisions of the District's Exposure Control/Bloodborne Pathogens Plan. "Occupationally exposed" means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.
6. District employees shall comply with provisions of the Exposure Control/Bloodborne Pathogens Plan when they are exposed to blood or other potentially infectious agents or materials in the school setting or during school-related activities.

B. Communicable Disease Reporting

1. The building principal shall function as the District's liaison with students and staff, parents and guardians and physicians, public health officials and the community at large

concerning communicable disease issues in the school.

2. Any person who knows or suspects that a student or District employee has a communicable disease shall report the facts to the principal or his/her designee. The principal or designee will confer with the nurse serving the school and, to the extent circumstances warrant and permit, with the subject of the report and, for student subjects, the student's parent or guardian.
3. The principal or designee will report any known or suspected communicable disease that is present in the school to the local public health officer or to the local health officer's designee in accordance with state law requirements. Reportable disease categories are as follows:
 - Category I diseases are of urgent public health importance and must be reported immediately by telephone to the local public health officer or to the local health officer's designee upon identification of a case or a suspected case. In addition to the immediate report, a written report must be made on the required reporting form within 24 hours. Examples of such reportable diseases include, but are not limited to measles, rabies (human, animal), tuberculosis, foodborne or waterborne outbreaks, occupationally-related diseases, and hepatitis A.
 - Category II diseases must be reported by fax, mail, or electronic reporting to the local public health officer or to the local health officer's designee on the required reporting form or by other means within 72 hours of identification of a case or suspected case. Examples of such reportable diseases include, but are not limited to lyme disease, meningitis (bacterial), mumps, salmonellosis, sexually transmitted diseases (e.g., gonorrhea, chlamydia), varicella (chicken pox), and suspected outbreaks of other acute or occupationally-related diseases.
 - Category III diseases include acquired immune deficiency syndrome (AIDS) and human immunodeficiency virus (HIV) infection and must be reported to the state epidemiologist on the required reporting form or by other means within 72 hours after identification of a case or suspected case.

While nuisance diseases like head lice are not required to be reported to the local public health officer, the principal or designee may contact public health officials for information about the prevention, control and treatment of such diseases and request their involvement in recurrent infestations.

4. When an occupationally exposed employee, as defined above, has had an incident of occupational exposure to blood or other infectious agents or materials, he/she should report the incident in accordance with provisions outlined in the District's Exposure Control/Bloodborne Pathogens Plan.

C. Exclusion from School

1. Students

- a. Students who are suspected of having a communicable disease that could be detrimental to the health of self or others in the school environment may be sent home from school by any teacher, nurse serving the school or the school health aide or principal for diagnosis and treatment. Students who are diagnosed as having a communicable disease that renders them unable to pursue their studies or poses a significant risk of transmission to others in the school environment shall be excused from school attendance until their presence no longer poses a threat to the health of themselves or others.
- b. The determination as to whether and under what circumstances a student may be sent home for diagnosis and treatment or excused from school attendance shall be made in consultation with appropriate health care professionals (e.g., the nurse serving the school, local public health officials, school health aide). If such consultation cannot be completed prior to an initial decision to send a student home, it shall be completed at the earliest reasonable opportunity, and the school's initial decision may be revised as appropriate.
 - (1) The principal or designee may refer this determination to a health care team if the disease in question appears to require a lengthy period of exclusion from school or to pose a serious health threat to the student or others. If a health care team is convened to make this determination, it will consist of the principal, the nurse serving the school, the local public health officer, and—to the extent the cooperation of the individuals can be obtained—the student and/or the student's parent or guardian and the student's physician. The team will confer, as necessary, with the District's medical consultant and legal counsel and with state public health officials.
 - (2) For a student with a disability or a student whose communicable disease may give rise to a disability, the principal or designee, in consultation with the Director of Special Education may refer this determination to an individualized educational program (IEP) team or to the District's Section 504 coordinator. The normal membership of any IEP team making any such determinations should be supplemented to the extent possible by the student's physician, the local public health officer, the principal, and the nurse serving the school.
- c. Before sending a student home for diagnosis and treatment or making a determination to excuse a student from school attendance due to a concern surrounding a communicable disease, the student shall be informed of the reasons for the contemplated action to the extent appropriate for the student's age, and the school shall attempt to contact and provide relevant information to the student's parent or guardian.
- d. A teacher who sends a student home from school under Board policy and these procedures must also notify the principal of the action and the reasons for the action.

The health aide serving the school should also be notified when a student is sent home from school with a known or suspected communicable disease.

- e. Alternative educational opportunities will be arranged for students who must be excused from school attendance for a significant period of time.
- f. The principal or designee, in consultation with the nurse serving the school and, where appropriate, with local public health officials, shall determine when a student who has been excused from school attendance for a communicable disease may be readmitted. The administration may require a medical statement from the local health department or private physician about a student's suitability to return to school, if the disease warrants such a statement.
- g. Appeals: Students who dispute the determinations or actions of the District concerning exclusion from school under these procedures may appeal such determinations or actions to the District Administrator or his/her designee within five school days of the District's initial decision or any subsequent decision that materially changes the extent or conditions of the student's exclusion. The appeal shall be in writing and shall include the following: (1) statement of facts; (2) statement of the relief requested; and (3) any necessary medical information required. The District Administrator or his/her designee shall render a decision in writing within five school days of receipt of the appeal.

Complaints involving the identification, evaluation, educational placement, or provision of a free and appropriate public education of a student with a disability will be resolved through the procedures contained in the District's Special Education Policy and Procedure Handbook.

Complaints alleging student discrimination on the basis of handicap or disability will be resolved through the District's student discrimination complaint process.

Except to the extent prohibited by law, a student may be excluded from school during the pendency of any appeal.

- h. Aside from resolving formal appeals, the District shall be willing to consider the effect that any changed circumstances or newly available information may have on a District decision to exclude a student from school under these procedures.

2. Employees

- a. Employees who are suspected of having or diagnosed as having a communicable disease that poses a significant health risk to any other person in the school environment or that renders them unable to safely or adequately perform their duties may be excluded from work consistent with District policies and procedures, provisions of the Employee Handbook, and legal requirements. Such decisions shall

be made by the District Administrator in consultation with one or more appropriate health care professionals (e.g., the nurse serving the school, local public health officials).

- b. Before making a determination that an employee should be excused from work, the following actions should occur:
 - (1) The employee should be informed of the reasons for the contemplated action.
 - (2) Any information the employee may choose to offer regarding his/her condition(s) shall be considered.
 - (3) Consideration should be given to whether a reasonable accommodation could eliminate the health risk to others and/or permit adequate performance. An accommodation is not considered reasonable if it results in undue hardship to the District or when the employee poses a "direct threat" to the health or safety of others.

In determining whether the risk to health or safety of others is significant enough to justify exclusion of the employee from school, the following factors will be considered: (a) the duration of the risk; (b) the nature of severity of the potential harm; (c) the likelihood of potential harm; and (d) the imminence of potential harm.

In accordance with state law, school food service employees shall refrain from handling food while they have a disease in a form that is communicable by food handling.

- c. The District Administrator shall provide written notice to any District employee excused from work pursuant to these procedures. Employees so excused may utilize any applicable employment opportunities provided under applicable law, existing Board policies, and/or provisions of the Employee Handbook—which may include sick leave, family and medical leave, applying for unpaid leave of absence, or consideration for reassignment—but are not guaranteed continued or renewed employment except to the extent provided under such policies or provisions or legal requirements. The administration may require a medical statement from the local health department or private physician about an employee's suitability to return to school after having had a communicable disease if the disease warrants such a statement.
- d. Appeals: A District employee who disputes the determinations or actions of the District concerning exclusion from work under these procedures may appeal the determination or action to the District Administrator. The appeal shall be in writing and shall include the following: (1) statement of facts; (2) statement of the relief requested; and (3) any necessary medical information required. The District Administrator shall render a decision in writing within five school days of receipt of the appeal.

Complaints alleging employment discrimination on the basis of handicap or disability will be resolved through the District's employment discrimination complaint process.

D. Maintenance and Confidentiality of Communicable Disease Records and Information

1. Except as outlined below or otherwise specifically provided by law, information concerning a student's or employee's communicable disease shall be kept confidential and may be released only upon the informed written consent of the employee or student, or if the student is a minor, his/her parent or guardian. Patient health care records, except HIV-related record information, may 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 preparation or storage of patient health care records.
 - b. Access to the patient health care records is necessary to comply with a requirement of state or federal law.
2. As authorized by federal law, the following individuals may have access to information obtained from required employee medical examinations:
 - a. Supervisors and managers may be informed regarding necessary restriction on the work or duties of the employee and necessary accommodations.
 - b. First aid and safety personnel may be informed, when appropriate, if the employee's disability might require emergency treatment.
 - c. Governmental officials investigating compliance with the Americans with Disabilities Act shall be provided relevant information on request.

APPROVED: July 1, 1995

REVISED: June 12, 2019

STUDENT IMMUNIZATIONS

Students admitted to any school in the District shall be required to present written evidence of meeting the state immunization requirements or to provide the appropriate waiver.

Immunization requirements may be waived if the student's parent or guardian, or an adult student, submits a written statement to the school identifying their objections to the immunization(s) for reasons of health, religion, or personal conviction. In the case of a waiver for health reasons, the Department of Health Services (DHS) requires a physician's signature certifying that one or more vaccinations is or may be harmful to the student's health.

The *Grant County Health Nurse* shall be responsible for notifying students and parents and guardians of the immunization requirements, the availability of an immunization waiver, and the possible consequences for noncompliance. In addition, the *Grant County Health Nurse* shall be responsible for maintaining complete and up-to-date immunization records for each student attending school in the District, issuing appropriate individualized notices of noncompliance, and submitting required reports to the local health department.

The *River Ridge School Superintendent* shall be responsible for giving notice of and enforcing any exclusion from school that is related to the student's immunization status. Except where exclusion is required by law or by order of the DHS, the District shall not exclude a student from school due to lack of compliance with immunizations/waiver requirements provided that the District determines that there is no undue risk to the health of others and that the student's parent or guardian (or adult student) is actively cooperating with school and health officials and taking reasonably-available steps that would facilitate reaching compliance as soon as reasonably possible.

An immunization plan shall be developed, in cooperation with *the Grant County Health Department*, to encourage compliance with state immunization requirements. The plan shall be reviewed annually and revised as necessary. This plan shall be submitted to the DHS annually as required by law.

Legal References:

Wisconsin Statutes

Section 115.997(4)	[facilitating timely enrollment of military children]
Section 118.125	[maintenance and disclosure of student records]
Section 118.13	[student nondiscrimination]
Section 120.12(16)	[school board duty; develop immunization plan and submit annually to DHS]
Section 120.13(1)(c)	[procedures a student and parent may use to appeal an exclusion from school of more than 10 days due to noncompliance with immunization requirements]
Section 252.04	[student immunization requirements; consequences for noncompliance]

Wisconsin Administrative Code

DHS 144 [student immunization requirements]

DHS 146 [state-provided immunization programs]

Federal Laws

McKinney-Vento Homeless Education Assistance Act [facilitating timely enrollment of homeless children and youth; providing assistance in obtaining immunization records]

APPROVED: July 1, 1995

REVISED: February 25, 2019

453.4

ADMINISTERING MEDICATION TO STUDENTS

Medications should be administered to school children at home, rather than at school, whenever possible. School personnel (including employees, registered nurses serving the district, volunteers and school health aide) who are authorized to do so in writing by a building principal may administer medications to students under the procedures and conditions established to implement this policy that are developed with the assistance of a school nurse and adopted by the School Board.

The school health aide shall be responsible for overseeing the receipt of the written medication instructions and consents, the maintenance of complete and accurate medication administration records, the proper storage of medications, and the disposal of outdated and unused medications in accordance with District procedures. The school health aide shall be responsible for ensuring that the written medication administration instructions that are on file in the District are periodically reviewed by a registered nurse.

No school personnel, other than a health care professional, shall be involuntarily required to administer any medication to a student by any means other than ingestion. Authorized school personnel who voluntarily agree to administer a prescription drug or nonprescription drug product that must be injected into a student, inhaled by a student, rectally administered to a student, or administered into a nasogastric, gastrostomy or jejunostomy tube shall complete all state-mandated and District-required training before administering medication to a student through such means.

Students may possess (carry) and use an inhaler or epinephrine auto-injector (e.g., Epipen®) with the written approval of the student's physician and parent or guardian. In addition, older and responsible students may also possess and self-administer their own prescription drugs and nonprescription medications at school, provided that the student does so in compliance with relevant District policies and procedures.

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to nurses and other persons who engage in or assist with the administration of medication to students.

Legal References:

Wisconsin Statutes

- Section 118.125 [maintenance and confidentiality of student records]
Section 118.29 [administration of drugs to students by school personnel and emergency care; policies and procedures required]
Section 118.291 [student possession and use of inhalers]
Section 118.292 [student possession and use of epinephrine auto-injectors]
Section 118.2925 [life-threatening allergies in schools; allergy management plan and use of epinephrine auto-injectors]
Section 121.02(1)(g) [school district standard; provision of emergency nursing services]
Section 146.82 [confidentiality of patient health care records]
Section 146.83 [access to patient health care records]
Section 441.18 [authority of certified advanced practice nurse to prescribe and deliver opioid antagonists to designated individuals and to issue a standing order to persons authorizing the dispensing of an opioid antagonist]
Section 448.037 [authority of physician or physician assistant to prescribe and deliver opioid antagonists to designated individuals and to issue a standing order to persons authorizing the dispensing of an opioid antagonist]

Wisconsin Administrative Code

- N 6.03(3) [supervision and delegation of nursing acts]
PI 8.01(2)(g)2 [required emergency nursing services policies, including protocols for administering medication]

Cross References:

[CROSS REF.: 453.4-Rule, Medication Administration Procedures
453.4-Exhibit, Request for Administering Medication at School]

APPROVED: July 1, 1995

REVISED: June 12, 2019

MEDICATION ADMINISTRATION PROCEDURES

1. Authorization for School Personnel to Administer Medication to Students

A building principal (or the District Administrator) shall designate, in writing, the names of appropriate school personnel (including employees, registered nurses serving the district, volunteers and school health aide) who will have the authority to administer medications to students in a manner consistent with all relevant policies and procedures.

- a. The principal may make a general designation of authority (1) for any registered nurse serving the District to administer any medication by any means permitted within the scope of the individual's nursing license; and (2) for other school personnel to administer medication via ingestion, eye drops, ear drops, topical application, an inhaler, and/or an epinephrine auto-injector, provided that the individual has completed any applicable state-mandated training. Nothing in this paragraph prevents, in certain cases, a principal or registered nurse serving the schools from expressly limiting the personnel who will have authority to administer particular medication to a particular student.
- b. In the event any school personnel other than a registered nurse will be asked to administer other medication to students or other individuals in a manner not covered by a general designation under the previous paragraph, the principal shall make case-by-case determinations of the school personnel who will have the authority to administer such medications, and ensure that such personnel have completed all state-mandated and District-required training. A registered nurse serving the school or other health care professional shall assist the principal in ensuring that such personnel receive any additional instruction, support and supervision as may be appropriate.
- c. No school personnel, other than a health care professional, shall be involuntarily required to administer medication to students by any means other than ingestion. However, a registered nurse serving the school must decline to perform any medical act or service which the nurse is not competent to perform due to lack of education, training or experience.
- d. If a student requires assistance from school personnel in the administration of any medication or through any means that constitutes the delegation of a nursing act, or any other specialized health care services that constitutes the delegation of a nursing act, it shall be the responsibility of a registered nurse serving the school to: (1) delegate such tasks to appropriate school personnel, with proper authorization from the building principal; and (2) ensure that school personnel engaging in such activities receive appropriate training, instruction and supervision.
- e. All school personnel authorized to administer medication to students shall receive a copy of these procedures.

2. Students requiring medication to be administered by school personnel shall be identified by their parents or guardians to the school health aide. Adult students may self-identify their needs to the principal.

3. Administration of Prescription Medication

Authorized school personnel will administer a prescription drug to a student only if all of the following conditions are met:

- a. The school has received written consent from the student's parent(s) or guardian(s) for designated school personnel to administer medication to the student in the dosage prescribed by the health care practitioner. "Health care practitioner" is defined as any physician, dentist, optometrist, physician assistant, advanced practice nurse prescriber or podiatrist.
- b. The school has received written instructions from the student's health care practitioner regarding the administration of the prescribed medication. These instructions shall include the medication name, dose, route, frequency, time/conditions, duration and the health care practitioner's name and contact information. Where applicable or where requested by school personnel, such instructions may also include relevant precautions, information about possible reactions and/or interventions, and the circumstances under which the health care practitioner should be contacted.
- c. The prescription medication is supplied to the school in the original pharmacy-labeled package and it specifies the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.
- d. If the prescription medication is required to be injected into the student, inhaled by the student, rectally administered to the student, or administered into a nasogastric tube, a gastrostomy tube or a jejunostomy tube, the school personnel designated to administer the medication to the student has completed all state-mandated and District-required training required for administering medication through that particular means prior to administering the medication to the student. Such additional training is not required for health care professionals (e.g., registered nurses).

4. Administration of Glucagon or Epinephrine by School Personnel in Emergency Situations

School personnel who have been authorized to do so in writing and who have received all state-mandated and any District-required training may administer glucagon or epinephrine to a student (1) in an emergency situation if all of the requirements for the administration of a prescription medication, as defined in the previous section, have been met, or (2) under the following additional special circumstances:

- a. With respect to epinephrine, such school personnel may use an epinephrine auto-injector to administer epinephrine to any student who appears to be experiencing a severe allergic reaction if, as soon as practicable, the person administering the drug reports the allergic reaction by calling the telephone number "911" or, in an area in which the telephone number "911" is not available, the telephone number for an emergency medical service provider.

- b. With respect to glucagon, such school personnel may administer glucagon to any student who the school bus driver, employee, or volunteer knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness if, as soon as practicable, the person administering the drug reports the event by calling the telephone number "911" or, in an area in which the telephone number "911" is not available, the telephone number for an emergency medical service provider.

5. Administration of Nonprescription (Over-the-Counter) Medication

Authorized school personnel will administer nonprescription drug products to a student only if all of the following conditions are met:

- a. The parent or guardian has provided the appropriate school personnel with written consent and instructions.
- b. If the nonprescription medication is supplied by the student's parent or guardian, it is supplied in the original manufacturer's package, and the package lists the ingredients and recommended therapeutic dose in a legible format. School personnel may administer nonprescription medication to a student in a dosage other than the recommended therapeutic dose only if the request to do so is accompanied by the written approval of the student's health care practitioner.
- c. If the nonprescription medication is required to be injected into the student, inhaled by the student, rectally administered to the student, or administered into a nasogastric tube, a gastrostomy tube or a jejunostomy tube, the school personnel designated to administer the nonprescription medication to the student has completed any DPI-approved training that is required for administering medication through that particular means prior to administering the medication to the student. Such training is not required for health care professionals (e.g., registered nurses).

6. Student Possession and Use of Inhalers and Epinephrine Auto-Injectors

- a. An asthmatic student may possess (carry) and use a metered dose inhaler or dry powder inhaler while in school or at a school-sponsored activity under the supervision of a school authority if all of the following conditions are met:
 - the student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate symptoms;
 - the student has the written approval of the student's physician and, if the student is a minor, the written approval of the student's parent or guardian; and
 - the written approval(s) is on file in the school records.
- b. A student may possess (carry) and use an epinephrine auto-injector (e.g., Epipen[®]) if all of the following conditions are met:
 - the student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation;

- the student has the written approval of his/her physician and, if the student is a minor, written approval of the student's parent or guardian; and
- the written approval(s) is on file in the school records.

When providing the required approvals to building principals for students to possess and use their inhalers or epinephrine auto-injectors, parents and guardians and physicians should consider the student's knowledge of his/her medication and his/her ability to use the inhaler or epinephrine independently. If the physician or parent or guardian determines that it is appropriate to have assistance from school personnel in administering the inhaler or epinephrine auto-injector medication to the student in any emergency or non-emergency situations, the medication must be administered in accordance with procedures outlined above for the administration of prescription medication.

7. Student Possession and Use of Other Prescription and Nonprescription Medication

Responsible students, as determined by the agreement of the parent or guardian and building principal and in consultation with a nurse serving the school as needed, may be permitted to possess and self-administer medications other than asthma inhalers and epinephrine auto-injectors without first obtaining written practitioner approval for such self-administration. The following factors, among others, will be considered in determining whether a student will be granted this permission:

- a. The type of medication;
- b. The reason for medication;
- c. The age of the student; and
- d. The responsibility of the student, including but not limited to compliance with all dosage and administration instructions provided by the manufacturer and/or the student's practitioner, compliance with all school rules and regulations relating to the presence of drugs in the schools, and the student's ability to provide for the safe and appropriate storage of the medication.

Although exceptions may be considered, this section regarding permission for self-administration of medication is intended to apply primarily to such requests by high school students. For students under the age of 18, a parent or guardian will provide the District with a signed, written statement of consent for self-administration by the student that identifies the name of the medication.

Any permission granted under this section may be revoked by the District, or withdrawn by the parent or guardian, at any time.

8. Medication Storage and Disposal

- a. All prescription and nonprescription student medication in the District's possession shall be kept in a safe and secure location(s). Medication will be stored to maintain quality in accordance with the manufacturer's or health care practitioner's storage instructions.

Medication which needs to be accessible to the student will be stored in an appropriate location per student need.

- b. For field trips and other co-curricular or extracurricular activities held off school premises, student medication will be stored in a secure location determined appropriate by the activity supervisor, keeping in mind the manufacturer's or health care practitioner's storage instructions.
- c. Parents and guardians will be asked to pick up any unused portions of prescription and nonprescription medications within ten days after completion of the school year or when the student's medications have been discontinued. Unused medications will not be sent home with students.
- d. Student medications that have reached their expiration date and medications that have not been picked up by the student's parent or guardian will be disposed of in a safe and proper manner in accordance with DPI's Guidelines for Disposal of Medications in the Schools.

9. Recordkeeping

- a. The building principal is responsible for maintaining written records of the school personnel who have been authorized to administer medication to students and of documentation of staff completion of all required training courses (including the dates on which such training occurred).
- b. Upon receipt of a student's medication at the school, school personnel will document the date of receipt, the type of medication, and verify the amount of medication supplied to the school. The person receiving the medication shall ensure that the student's name is affixed to the package of any nonprescription drug product.
- c. The written consents and instructions from the student's parent or guardian and from the health care practitioner, the medication supply receipt documentation, and the staff training documentation required above will be kept on file in the school. The school health aide will review the medication administration instructions received from the health care practitioner and/or parent or guardian prior to school personnel administering medications to help ensure the safety of students. In addition, a registered nurse serving the school will review the written instructions from the student's parent or guardian annually or more often if changes in medication dosage occur.
- d. School personnel designated to administer medication to students, whether at school or during co-curricular or extracurricular activities, shall do the following:
 - Record each dose of prescription or nonprescription medication administered to a student on the medication administration log, including the date and time given. If the medication is not administered to the student as scheduled, the reason shall be noted on the log (e.g., student was absent from school, the student refused to take the medication, lack of supply of the medication from the student's parent or guardian).

- Document any medication administration that deviates from the instructions of the health care practitioner and parent or guardian (medication administration error) on the medication administration log. Some examples of medication errors include: administration of a medication to the wrong student, administration of the wrong medication to a student, administration of the wrong dosage of medication to the student, administering the medication via the wrong route, administration of the medication at the wrong time, and failure to administer a medication in accordance with the appropriate health care practitioner and parent or guardian instructions. An incident report should be completed and submitted to the Grant County Health Department Nurse and building principals. The student’s parent or guardian and health care practitioner (if applicable) should also be notified of the incident.

The above documentation should occur immediately after the medication is administered to the student to assure accuracy and safety.

- e. School personnel shall maintain the confidentiality of student health and medication administration-related records in accordance with applicable state and federal laws and regulations and the District’s student records policy and procedures.

LEGAL REF.: Sections 118.29 Wisconsin Statutes
121.02 (1) (g)

APPROVED: July 1, 1995
REVISED: June 12, 2019

REQUEST FOR ADMINISTERING MEDICATION AT SCHOOL

To be completed by physician:

Name of student _____

Name of medicine _____

Amount to be given _____

Time of day to be given _____

Number of days to be given _____

Short term _____ Long term _____

Date

Physician's Signature

To be completed by parent/guardian:

I hereby give my permission to the school to give the medication to my child according to the directions stated above.

I further agree to hold the school and personnel giving medication harmless in any and all claims arising from the administration of this medication at school.

I agree to notify the school in writing when any change in the above orders is necessary.

Date

Parent/guardian Signature

Date

Designated person's Signature

NOTE: The medicine is to be furnished by the parent/guardian and is to be the original prescription bottle labeled with the name of the medicine, the amount to be given, time of day to be given and the expected duration of treatment. The physician's name must be on the label.

APPROVED: July 1, 1995

HEAD LICE

The RRSD Board recognizes that head lice infestations (pediculosis) do not pose a health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any disease. The district is committed to maximizing students' academic performance and physical well-being in a healthy and safe environment.

A head lice policy following the evidence-based recommendation of state and national health organizations will reduce both embarrassment for students and anxiety for parents and school staff. Policy based on current research will prevent unnecessary absences and the potential negative effects on academic performance.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Data does not support school exclusion for active head lice or for nits. However, students diagnosed with live head lice will be sent home early from school; once home they need to be treated, and can return to class once live nits are dead.

If a child is identified with active head lice during school:

- Parents/guardians will be notified by school personnel the same day.
- The child will need to be picked up as soon as possible by a parent/guardian. The child will remain in the school office or health room until the parent/guardian has arrived.
- School health room staff will provide treatment protocols for pediculosis to the parent(s)/guardian(s) of the affected child.
- Affected students will return to their regular school schedule upon verification by school health room staff that effective treatment for live lice is completed.
- School staff shall maintain the privacy of students at all times.

The school board supports the education of staff, students, and parents/guardians on the management and prevention of head lice. (See "Head Lice Prevention & Control.")

APPROVED: March 17, 2016; replaces policy adopted November 8, 1995

REVISED: February 25, 2019

References:

1. Clinical Report, American Academy of Pediatrics PEDIATRICS May, 2015
<http://pediatrics.aappublications.org/content/pediatrics/early/2015/04/21/peds.2015-0746.full.pdf>
2. Centers for Disease Control and Prevention (CDC, 2010)
<http://www.cdc.gov/parasites/lice/head/>

Head Lice Prevention & Control

Head lice are spread most commonly by direct head-to-head (hair-to-hair) contact. However, much less frequently they are spread by sharing clothing or belongings onto which lice have crawled or nits attached to shed hairs may have fallen.

The risk of getting infested by a louse that has fallen onto a carpet or furniture is very small.

Head lice survive less than 1-2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the scalp.

The following are steps that can be taken to help prevent and control the spread of head lice:

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere (sports activities, playground, slumber parties, camp).
- Do not share clothing such as hats, scarves, coats, sports uniforms, hair ribbons, or barrettes.
- Do not share combs, brushes, or towels. Disinfect combs and brushes used by an infested person by soaking them in hot water (at least 130°F) for 5-10 minutes.
- Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.
- Machine wash and dry clothing, bed linens, and other items that an infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned OR sealed in a plastic bag and stored for 2 weeks.
- Vacuum the floor and furniture, particularly where the infested person sat or lay. However, spending much time and money on housecleaning activities is not necessary to avoid reinfestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.
- Do not use fumigant sprays or fogs; they are not necessary to control head lice and can be toxic if inhaled or absorbed through the skin.

APPROVED: March 17, 2016

CHECKLIST FOR PARENTS TO COMPLETE BEFORE CHILD IS RETURNED TO
SCHOOL

Remove all clothing and shampoo per package directions with a louse control shampoo. You may wish to rinse the head with a water and vinegar solution (one part water to one part vinegar), as this will help to loosen the attachment of the nit to the hair shaft. Towel dry hair.

While hair is still wet, use a fine tooth comb to remove the nits still attached to the hair shafts. Nit removal is very tedious. It may take one or more sessions of combing. Start at the base of the hair shaft and comb to the end. At times the nit must be picked off the hair by pinching your fingernails on the hair shaft and running them to the end of the shaft. Nits removed from the hair must be destroyed.

Instruct child not to share clothing, combs, hats, and scarves with other children at school, church, shopping centers, etc.

Students returning to school will shampoo, bathe, put on clean clothes and be checked at the nurse's office for re-admittance. Trained personnel are available each day in the health room of the high school office between 8:00 – 9:00 a.m. or call 994-3761 for an appointment. Hair must be shampooed again with anti-lice shampoo in five (5) days to kill newly hatched lice.

APPROVED: March 11, 1998

CARDIO-PULMONARY RESUSCITATION

Appropriately trained staff members whose responsibilities include the provision of life-sustaining emergency care shall take all reasonable steps to provide such care to any student on school grounds in need of life-sustaining emergency care, and shall attempt to contact an ambulance/rescue squad in accordance with regular school policies to secure the speedy transportation of the student to hospital facilities.

It is the policy of River Ridge School District not to comply with directives from parents or others that life-sustaining emergency care should not be provided to any particular student in need of such care while under the control and supervision of the school.

River Ridge shall consider requests for alternative forms of life-sustaining emergency care, but those requests must be supported by written medical substantiation by the child's doctor. Determinations shall be made on such requests by a team of persons at the school who are knowledgeable about the child. This team may seek additional outside information when necessary to make that decision. Any determination made on such a request must be based on the likelihood that the chosen form of life-sustaining emergency care shall maintain the child's life until an ambulance arrives or the student is otherwise transported to the care of medical personnel.

For purposes of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who without such procedure or intervention faces a risk of imminent death. Examples of life-sustaining emergency care may include: efforts to stop bleeding, unblocking airways, mouth to mouth resuscitation, and cardio-pulmonary resuscitation.

APPROVED: March 11, 1998

USE OF AUTOMATED EXTERNAL DEFIBRILLATORS

Automated external defibrillators (AEDs) shall be made available in designated school locations to be used in administering emergency care to individuals who may be experiencing a heart-related emergency (e.g., cardiac arrest, ventricular fibrillation) for which the use of an AED may be indicated.

In administering this policy, the District will follow state law requirements and shall also:

1. Arrange for the provision of training on both the use of the AED and cardiopulmonary resuscitation (CPR). The District Administrator or his/her administrative-level designee may approve requests to provide such training to additional school personnel.
2. Maintain and test each AED unit in accordance with any operational guidelines of the

manufacturer.

3. Notify the nearest emergency medical services program of the type of defibrillators that are present in the District and the location(s) of the defibrillators, as well as of any changes to this information.

In the event that a medical emergency for which the use of an AED may be indicated occurs in a location where a District-supplied AED is present, the AED may be used. When necessary, an AED may be used (by following the device's instructions) by a person who has not previously received any AED training. However, without causing any undue delay in providing the emergency care, school personnel who are responding to such an emergency should make reasonable efforts to defer any use of an AED to the most-qualified individual who is present at the scene. Such school personnel shall also ensure that 911 is contacted as soon as practical.

After an incident involving the use of an AED, the incident and the services rendered should be documented according to the District's emergency nursing services procedures. In addition, a debriefing team of relevant school personnel, including a registered nurse serving the schools and the designated school safety coordinator, shall meet and review the AED-related incident to determine whether any changes or improvements to District procedures can be identified. The review team may include the District's medical advisor if he/she is available.

In consultation as needed with a registered nurse serving the District, the District Administrator or his/her administrative-level designee shall be responsible for overseeing the implementation of this policy and any associated procedures.

Legal References:

Wisconsin Statutes

Section 121.02(1)(g)	[school district standard; emergency nursing services requirement]
Section 440.01(1)(ad)	[automated external defibrillator definition]
Sections 895.48(4)	[civil liability exemption for emergency use of automated external defibrillator]

Wisconsin Administrative Code

PI 8.01(2)(g) [school district standard; emergency nursing services requirement]

Cross References: 453.7-Rule Automated External Defibrillator Use Procedures

APPROVED: May 8, 2019

AUTOMATED EXTERNAL DEFIBRILLATOR USE PROCEDURES

A. Maintenance and Testing of AED

The District shall maintain and test each automated external defibrillator (AED) unit in accordance with the operational guidelines of the manufacturer.

1. The District will contract with the manufacturer or with another qualified service provider for any scheduled maintenance of the District's AED unit(s) that requires a technician.
2. The school health aide shall conduct periodic testing of the AED equipment (e.g., routine verification of the AED unit's readiness status) at least every 60 days and shall also periodically check the adequacy of any related supplies that are stored with the AED.
3. Documentation of the maintenance and testing of the AED will be kept in the District Office. The records shall show the date, type of maintenance or testing, and the identity of the person performing the maintenance and testing.

B. AED/CPR Training

AED and cardiopulmonary resuscitation (CPR) training, and periodic re-certification and refresher training, shall be provided by an individual who is certified as a trainer by the American Red Cross or by the American Heart Association, or by another individual/entity approved by the Department of Health Services. CPR training shall include information and instruction regarding cardiocerebral resuscitation. Trainers providing on-site instruction specifically for school personnel will be asked to emphasize any safety instructions that might directly affect or restrict the use of an AED or the use of CPR on a child.

1. Recertification training of individuals designated for mandatory AED/CPR training under Board policy will be provided every two years.
2. An optional refresher course will be offered at the beginning of each school year and may be taken by District personnel who receive supervisory permission even when the staff member is not due for recertification training.
3. Training/certification records shall be kept in the District Office.

C. AED Use in an Emergency

In the event that a medical emergency for which the use of an AED may be indicated occurs in a location where a District-supplied AED is present, the AED may be used. Without causing any undue delay in providing the emergency care, school personnel who are responding to the emergency should make reasonable efforts to defer any use of an AED to the most-qualified individual who is present at the scene. For example, individuals who have not received AED/CPR training should defer to an individual who has received such training,

and District personnel should defer to the direction provided by any health care professional or certified emergency personnel who may be present.

Any time District personnel are involved in an incident in which an AED unit is used, and if 911 was not contacted prior to the use of the AED, 911 should be contacted as soon as practical after the use of the AED.

Upon request, school personnel shall permit any certified/professional emergency medical personnel to take temporary possession of the District's AED unit, as certain data stored by the unit may be needed by or helpful to the medical professionals who provide care to the person who experienced the medical emergency.

D. School and Community Access to the AED

AED units maintained in certain locations may be accessible to non-school personnel and may be used by members of the public, for example, at a time when district facilities have been opened for a non-school activity.

Because the school office may be closed at the time of such an incident, the person using the AED should follow the unit's instructions, and the District may add additional instructions to be maintained with the unit regarding notifying District personnel of an incident in which a District-owned AED was used by non-school personnel. In general, any such non-school use of a District-owned AED unit should be reported to a building principal or to the District Administrator as soon as practicable.

E. Post-Use of the AED

1. After an incident involving the use of an AED (even if no shock was delivered from the AED), the specific incident and the services rendered should be documented according to District's emergency nursing services procedures. In addition, a debriefing team of relevant school personnel, including a registered nurse serving the schools and the designated school safety coordinator, shall meet and review the AED-related incident to determine whether any changes or improvements to District procedures can be identified. The review team may include the District's medical advisor if he/she is available.
2. The Grant County Health Nurse shall be notified of AED use by the District Administrator. If deemed necessary by the Grant County Health Nurse, the District Administrator or his/her designee shall complete a follow-up report on the incident detailing the circumstances surrounding the event and its outcome. The medical advisor may make recommendations for changes to the District's emergency preparedness and response procedures.
3. Whenever an AED unit has been removed from its storage location for possible use (and regardless of whether the unit actually was used), the AED shall be checked and put back into a state of readiness by the school health aide, who shall follow all procedures and standards established by the manufacturer. At a minimum, this process shall include the following:

- Restock the AED case per AED inventory (e.g., pads, batteries, first aid supplies), if necessary.
- Clean the AED, according to the manufacturer's directions, if necessary.
- Test the AED, according to the manufacturer's directions, and document the unit's readiness status in the maintenance/testing log.
- Return the AED to its standard location.

F. Damaging an AED

Any person who intentionally damages an AED, including any tampering with the equipment/supplies or the effective functioning of the device, shall be held responsible.

Students and District employees who cause such damage shall be subject to disciplinary action and may be referred to law enforcement for possible prosecution. Other individuals or groups who cause such damage may be referred to law enforcement for possible prosecution and may be prohibited from future use of school facilities.

The School Board shall seek reimbursement for the cost of repair or replacement from the person(s) responsible for damage to an AED. When a minor student is unable to make restitution, the student's parent or guardian may be held responsible in accordance with state law.

APPROVED: May 8, 2019

CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (i.e. the school setting) with every effort made to provide them with the same access to an education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan. Chronic health conditions, for the purposes of this policy, shall include but not be limited to:

- A. "peanut" and other food allergies;
- B. Allergies;
- C. Asthma;
- D. Diabetes; and
- E. Seizure disorder

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with applicable policies.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

- A. Development of individual health care action plans as appropriate;
- B. Awareness and training of school staff regarding Board policy on acute and routine management of chronic health conditions, information on signs and treatment of chronic health conditions, medication and administration, and emergency protocols for dealing with reactions in "unusual" situations such as field trips.

Staff will be trained about chronic health conditions and their control in each school in which there is a student with a chronic health condition.

Designated staff that has responsibility for specialized services such as giving inhaler treatments or injections, or conducting glucose and/or ketone tests shall be provided training specific to the procedures by a licensed health professional.

The school health aide shall maintain a copy of the training program and the records of training completed by school employees.

ADOPTED: June 12, 2019

REPORTING CHILD ABUSE/NEGLECT

Any teacher, counselor, administrator, or nurse having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child has been threatened with an injury and that abuse will occur, shall immediately contact the appropriate county agency and inform the agency of the facts and circumstances which led to the filing of the report. The district administrator, or designee, shall also be contacted.

No district employee shall be disciplined for making a child abuse/neglect report. In addition, state law guarantees immunity from any civil or criminal liability that may result from making a report on child abuse or neglect and provides for the protection of the identity of any individual who makes such a report.

Failure to report suspected cases of child abuse and neglect is punishable by a fine and/or jail sentence.

LEGAL REF.: Sections 48.981 Wisconsin Statutes
 940.203
 940.225
 944.30

APPROVED: July 1, 1995

455.1

SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they are responsible to the school and the school is responsible for them.

The Board expects all students to be under assigned adult supervision when they are in school, on school grounds, traveling under school auspices, or engaging in school sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member shall leave his/her assigned group unsupervised unless reasonable and prudent arrangements are made.

LEGAL REF.: Section 120.12 (2) Wisconsin Statutes

APPROVED: July 1, 1995

STUDENT MOTOR VEHICLE USE

Students driving to and from school may use designated parking areas in accordance with the following:

1. Students driving on a regular basis must have written permission from the parent or guardian on file in the office.
2. Students driving on an occasional basis must sign in at the office each day they drive.

Violation of this policy and the implementing guidelines may result in loss of parking privileges.

CROSS REF.: 455.2-Exhibit(1), Permission for Student Motor Vehicle Use
455.2-Exhibit(2), First Vehicle Violation Warning
455.2-Exhibit(3), Second Vehicle Violation Warning

APPROVED: July 1,1995

PERMISSION FOR STUDENT MOTOR VEHICLE USE

My child, _____, has my permission to drive to school.
Student's name

License Number of Vehicle(s)

Signature of Parent or Guardian

APPROVED: July 1, 1995

FIRST VEHICLE VIOLATION WARNING

Student _____,

On _____, you violated section IV, article of the River Ridge
Date

School District Student Code of Rights and Responsibilities.

This is your first violation, thus, there will be no discipline at this time. If a second violation occurs during this school year, the loss of the privilege of parking on school grounds shall be determined by the administration.

District Administrator/Principal

APPROVED: July 1, 1995

SECOND VEHICLE VIOLATION WARNING

Student _____,

On _____,
Date

School District Student Code of Rights and Responsibilities.

This is your second violation this school year, thus, you have lost the privilege of parking on school grounds from _____ to _____.
Date Date

If a third violation occurs this school year, it may result in revocation of your parking privilege for the remainder of this school year.

District Administrator/Principal

APPROVED: July 1, 1995

SCHOOL WELLNESS

Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being, and risk of illness through adulthood. Students who practice good nutrition and engage in daily physical activity attend school with bodies and minds ready to take advantage of the learning environment. The District, therefore, encourages all members of the community to help create and support a school environment that emphasizes healthy, life-long habits of good nutrition and physical activity.

The District shall also maintain, implement, and inform the school community and general public about a local school wellness policy that meets the requirements of federal law. The local school wellness policy required by federal law (hereinafter referred to as the District's "Wellness Plan") is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards.

Various stakeholders will be given the opportunity to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. However, the content of Plan is subject to the School Board's review and approval, and the Board retains authority to modify the specific content of the Wellness Plan and to accept, reject, or modify recommendations for updates and other changes. The District Administrator shall review and has discretionary authority to approve, reject, and modify the content of the District Wellness Plan, including any recommendations for future changes to the Plan. However, if the District Administrator determines that approval of the Plan (or any future modifications) would require a budget amendment or a change or waiver of any Board policy, or if the District Administrator for any other reason wishes to seek formal Board approval, he/she shall present the specific issue(s) or the entire Wellness Plan for Board approval.

The Board delegates primary administrative oversight of this policy and the District's local Wellness Plan to the District Administrator who shall:

1. Direct and monitor the District-wide implementation of the District's Wellness Plan and related nutrition guidelines, including monitoring school-level compliance with the Plan;
2. Oversee the periodic evaluation of the Wellness Plan and its implementation at least as often as such formal assessments are required under applicable regulations, including having primary responsibility for ensuring the timely preparation of a written report following each such assessment;
3. Ensure opportunities for stakeholder group involvement in the development, implementation, and periodic review and updating of the District's Wellness Plan in a manner that is consistent with the requirements of applicable federal regulations and the specific content of the Wellness Plan;
4. Keep the Board and the broader community informed of the Wellness Plan, the District's and

each applicable school's progress toward achieving Wellness Plan goals, and any recommendations for changes and improvements to the Plan, including any changes that are based on the results of a formal assessment; and

5. Establish recordkeeping procedures that are consistent with applicable federal regulations and any Department of Public Instruction (DPI) guidelines.

Nothing in this policy or in the District's formal Wellness Plan shall be construed to prohibit District schools from undertaking additional school-level wellness initiatives, provided that such initiatives (1) do not either conflict with the formal Wellness Plan or unilaterally supplant or replace portions of the Plan; and (2) have otherwise been properly authorized within the District. However, the Board strongly encourages the administration and staff at individual schools to coordinate their student wellness initiatives with the formal Wellness Plan for the benefit of documenting such efforts and sharing ideas across the entire District.

NOTICE: The United States Department of Agriculture is an equal opportunity provider and employer. The River Ridge School District is also an equal opportunity provider and employer.

Legal References:

Wisconsin Statutes

- [Section 93.49](#) [farm-to-school programs]
[Section 118.01\(2\)\(d\)2](#) [instructional program goals related to nutrition and physical education]
[Section 118.12](#) [sales and promotions on school premises, including the sale of milk and other beverages]
[Section 118.33](#) [high school graduation requirements, including physical education]
[Section 120.13\(17\)](#) [school board power to authorize the temporary use of school facilities, including the recreational use of school facilities]
[Section 120.13\(19\)](#) [school board power to provide community programs]
[Section 121.02\(1\)\(f\)](#) [school district standard; minimum hours of direct student instruction]
[Section 121.02\(1\)\(j\)](#) [school district standard; health and physical education]

Wisconsin Administrative Code

- [PI 8.01\(2\)\(j\)2](#) [physical education rules]

Federal Laws and Regulations

- [42 U.S.C. §1758b](#) [statutory school wellness policy requirements]
[42 U.S.C. Ch. 13](#) [National School Lunch Act provisions, generally]
[7 C.F.R. Part 210](#) [USDA regulations implementing the National School Lunch Act, as amended, including the local school wellness policy regulations]
[7 C.F.R. Part 220](#) [USDA regulations implementing the School Breakfast Program under the Child Nutrition Act, as amended]

Cross References: **458.1 River Ridge School District Wellness Policy Plan: Student Nutrition and Physical Activity**

APPROVED: July 12, 2017

RIVER RIDGE SCHOOL DISTRICT WELLNESS PLAN STUDENT NUTRITION AND PHYSICAL ACTIVITY

The River Ridge School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. Through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are included.

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by the USDA's Nutrition Standards for All Food Sold in Schools (Smart Snacks) rule, marketing includes Brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

- A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.** The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's and staff understanding and habits as they relate to good nutrition and regular physical activity.
- B. Support and promote proper dietary habits contributing to students' health status and academic performance.** All foods available on school grounds and at school-sponsored activities provided by the River Ridge School District during the instructional day will meet or exceed the District Nutrition Standards. Emphasis should be placed on foods that are nutrient dense per calorie. Foods should be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals.
- C. Increase the amount of time students are engaged in physical activity.** A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity should include but are not limited to: regular instructional physical education, co-curricular activities and recess.
- D. The River Ridge School District is committed to improving academic performance for all children.** Educators, administrators, parents, health practitioners and communities must acknowledge the critical role student health plays in academic stamina and performance. The school environment must be adapted to ensure the students' basic nourishment and activity needs are met.

E. The River Ridge School District highly values the health and well-being of every staff member. The district will support activities and policies that encourage personal efforts by staff to maintain a healthy lifestyle. The district will promote opportunities for education in health and wellness for staff.

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

**RIVER RIDGE SCHOOL DISTRICT PROCEDURES TO ACHIEVE THESE GOALS:
STUDENT NUTRITION PROCEDURES & FOOD SERVICE NUTRITIONAL GUIDELINES
for GRADES PRE-K – 12**

Breakfast/Lunch Program:

The National School Lunch Program and SBP follow the nutrition standards as required by the Healthy, Hunger-Free Kids Act of 2010, which amends existing regulations to establish nutrition standards for all food sold in schools. Other than food sold as a part of the lunch and breakfast program the Smart Snack Initiative regulates food sold at school during the school day. The goal is to improve the health and well-being of our children and create a learning environment to develop healthy eating habits. It is encouraged that the lunchroom climate be a place where students have adequate space to eat and time for meals.

All “*accountable*” breakfast and lunch meals are required to:

- Have at least one half cup of fruit or vegetables.
- All foods are required to be whole grain rich.

All a la carte items sold in the lunchroom will meet the Smarts Snack Rule. USDA regulations require:

- All foods or beverage other than food sold for the lunch and breakfast programs, that are sold on school campus must comply with federal nutrition standards.
- Be a whole grain rich product.
- Have the first ingredient a fruit or vegetable, dairy product, or protein food.
- Contain 10% of the daily value of nutrients (calcium, potassium, vitamin D, or dietary fiber).
- Calorie limits snack items:< 200 calories, Entree item:<480 calories
- Sodium limits Snack item< 230 mg, Entree:<480mg. Fat limits
- Total fats: <35% of calories. Saturated fat: <10% of calories. Trans fat: zero grams.
- Sugar limits: < 35% of weight from total sugars in food.
- Schools may sell Plain water, unflavored 1% milk, Unflavored or flavored fat free milk, 100% fruit or vegetable juice.

Fundraisers:

- Food items that meet nutrition requirements are not limited.
- The standards do not apply during non-school hours, on weekends and at off campus events.
- The standards provide an exemption for fundraisers:
 - Limits the number of in school food based fundraisers to two per year per group or club.
 - Each fundraiser must complete a standard form to be filed with the building principal.
 - The fundraiser must follow River Ridge School District Standards.
 - From midnight of the school day until 30 minutes past the end of the school day fundraisers are required to meet the Smart snack Rule.
- Fundraisers outside of school are encouraged, but not required to follow the Smart Snack guidelines.
- Fundraising activities will be monitored and tracked for compliance by the administration in each building.

Guidelines for food and beverages offered to students at school functions:

- Celebrations and parties:
 - The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- Classroom snacks brought by parents:
 - The district will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
- Rewards and incentives:
 - The district will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as performance or behavior.

PHYSICAL EDUCATION AND ACTIVITY OPPORTUNITIES

The goal is to help children integrate physical activity into their daily lives from an early age and not just in physical education class. By incorporating lifestyle activity into children's physical education classes, children will learn methods of remaining active throughout the day in and out of school. In addition, children will be taught the positive, healthy impacts of active behaviors. Quality physical education programs teach children a variety of skills and knowledge. Sport and health-related fitness curriculum models are available to children and give them experience being active. Movement concepts and skill themes help students gain a wider range of skills. Physical

education classes will include skills for sports and fitness enabling them to attain and maintain health enhancing levels of physical fitness.

Physical Education (P.E.) K-12

All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education to comply with DPI requirements. All physical education will be taught by a certified professional as specified by DPI regulations. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement without administrator approval. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Physical Activity Opportunities Before, During and After School

All elementary, middle, and high schools may offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain inactive for long periods of time, school should give students periodic breaks during which they are encouraged to stand and be moderately active.

Teachers will limit the practice of withholding physical activity opportunities during the school day.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent in sedentary activities, such as screen time or electronic devices;
- Encourage opportunities for physical activity that may be incorporated in the other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity through the provision of space and equipment.

Monitoring and Policy Review

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. A school wellness committee will be convened by the superintendent or designee. The wellness committee will a) establish district wellness goals related to nutrition and physical activity, b) annually evaluate the district's progress in relationship to district goals and DPI benchmarks, and c) prepare an annual progress report to be shared with the school board and public. In each school, the principal or designee will ensure compliance with those policies in his/her school. School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service area.

Approved: October 14, 2015

Revised: July 12, 2017, August 14, 2019

STUDENT AWARDS AND SCHOLARSHIPS

Students in the District shall be informed annually of available scholarships and awards. Literature concerning available scholarships and awards shall be available through the guidance office and/or posted in the appropriate school building.

The District will select nominees and alternates for the Wisconsin Academic Excellence Higher Education Scholarship and the Wisconsin Technical Excellence Higher Education Scholarship in accordance with established procedures for those awards.

The District shall not unlawfully discriminate in the acceptance or administration of awards, scholarships, or other aids, benefits, or services to students — including those from private agencies, organizations, or persons — on the basis of sex, race, religion, national origin, ancestry, creed, color, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the District shall be in compliance with the above-stated policy of nondiscrimination.

Legal References:

Wisconsin Statutes

Section 39.41 [Wisconsin academic excellence higher education scholarship]

Section 39.415 [technical education higher education scholarship]

Section 118.13 [student nondiscrimination]

Wisconsin Administrative Code

PI 9.03(1)(d) [policy requirement to address nondiscrimination in relationship to scholarships, awards and other benefits for students]

HEA 9 [Wisconsin academic excellence scholarship rules]

Federal Law

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and related civil rights laws

Cross References:

Policy 345.61 – Early Graduation
411-Rule, Discrimination Complaint Procedures
461, Academic Awards

APPROVED: July 1, 1995
AMENDED: January 10, 2001, January 10, 2018

460.1

ACADEMIC HONORS

The following means have been established to honor those students who achieve academic excellence in the River Ridge School District:

Honor Rolls

Students having a grade point average between 3.00 and shall be placed on honors. Those having a grade point average exceeding 3.49 shall be placed on high honors.

Academic Letters

Academic letters shall be awarded to senior high school students to recognize outstanding academic achievement.

Specific criteria and procedures for awarding academic letters shall be developed by the administration.

Valedictorian

Each year, the senior student achieving the highest grade point average based on established academic letter criteria, shall be named as valedictorian. In case two or more students share the highest grade point average, there shall be co-valedictorians.

CROSS REF.: 461-Rule, Academic Honors Criteria

APPROVED: July 1, 1995

ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP

The Board shall annually submit the name of a senior student with the highest grade point average as a potential recipient of the Academic Excellence Higher Education Scholarship, in accordance with state law. The intent of this scholarship is to provide incentive to Wisconsin's highest achieving students to attend centers or institutions within the University of Wisconsin system or a vocational, technical and adult education district school participating in the program. If two or more students have the same grade point average established criteria will be used to break the tie.

LEGAL REF.: Section 39.41 Wisconsin Statutes

CROSS REF.: 462-Rule, Higher Education Academic Excellence Scholarship - Breaking Criteria

APPROVED: July 1, 1995

PROCEDURES FOR AWARDING THE WISCONSIN ACADEMIC EXCELLENCE
SCHOLARSHIP

The senior(s) with the highest grade point average (GPA) based on seven semesters of the student's high school experience shall be selected as River Ridge High School's nominee(s) to receive the Wisconsin Academic Excellence High Education Scholarship. Ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives the Academic Excellence Scholarship is not eligible to receive a Wisconsin Technical Excellence Higher Education Scholarship, and vice versa.

Scholarship recipients and alternates shall be selected annually based on the students' GPA as it is normally determined by the High School and as shown, to the same number of decimal places, on the student's official transcript as of the last day of the fall semester prior to the spring semester in which the scholarship is awarded. *{Editor's Note: Ensure that your district's high school grading policy includes all of the provisions necessary to comply with section HEA 9.05(2).}*

The following are additional minimum eligibility requirements that the District has established for the Academic Excellence Scholarship:

[Include any of the following that apply, or adapt as necessary keeping in mind the requirements of section HEA 9.05(1) of the Wisconsin Administrative Code and the district's local practices in regard to graduation and early graduation:]

- 1. A student has senior status for purposes of competing for the scholarship if (1) the student is in his/her fourth year of high school or an equivalent-level program; and (2) by no later than the end of the spring semester in which the scholarship is awarded, the student must have completed or be expected to complete all of the District's high school graduation requirements. A student cannot compete for the scholarship in more than one school year.*
- 2. The student must be enrolled in the District's high school as a full-time student or participating in a District-approved foreign exchange program during the spring semester of his/her senior year, or he/she must have graduated from the High School early at the conclusion of the fall semester prior to the semester in which the scholarship is awarded.* Note Policy 345.61 – Early Graduation
- 3. The student must have been enrolled full-time in the District's high school for at least 4 complete semesters prior to the start of the spring semester in which the scholarship is awarded.*
- 4. While enrolled in the District's high school, the student must have earned a minimum of 18 graded credits that are included in the student's calculated grade point average.*

If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the District's scholarship recipient shall be selected from the list of alternate designees with the next highest GPAs, in rank order. Per state law, no alternate may have less than a 3.800 GPA, or its equivalent.

In the case of a tie for the senior with the highest grade point average (GPA) and/or in the case of a tie in determining the rank order of alternate designees, the high school faculty committee, comprised of the high school guidance counselor, the high school principal, and superintendent, appointed by the building principal shall determine the scholarship nominee and certify, in rank order, the District's alternates. The following procedure, approved by the high school faculty will be implemented to break ties:

1. First tiebreaker: The students' highest available American College Test (ACT test) composite score, if an ACT score is available for all of the students who are tied. The score must be received by the District by [insert date: January 31st].
2. Second tiebreaker: If a tie remains, the student with the highest GPA in the core academic subject areas of mathematics, science, English/composition, and social studies, using the highest grades the student has earned in each such subject for up to the minimum number of credits in each such subject that is required for high school graduation. For example, if the student has earned four credits in social studies courses, but only three social studies credits are required for high school graduation, the student's lowest grade within that subject area will not be used in the tie-breaking calculation.
3. Third tiebreaker: If a tie remains, the student who has taken the greatest total number of high school honors courses, advanced placement courses, International Baccalaureate courses, and post-secondary courses for high school credit. Transcribed Credits will not be calculated for the Academic Excellence Scholarship.
4. Fourth tiebreaker: If a tie remains, the student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded.]

APPROVED: July 1, 1995, January 10, 2018

THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP (TES)

Technical Excellence Scholarships (TES) are to be awarded by the State of Wisconsin to Wisconsin high school seniors who have demonstrated the highest levels of proficiency in technical education subjects. These scholarships are for \$2,250 per year, renewable for up to three years, and are only for use at a school within the Wisconsin Technical College System (WTCS).

Annually, by February 15, the recipient of the Wisconsin Technical Excellence Scholarship shall be selected by the High School Career and Technical Education team with School Counselor and Principal. The number of recipients will be statutorily determined based on high school enrollment via the 3rd Friday census count.

Criteria:

1. An eligible candidate must be a high school senior.
2. Must be a resident of Wisconsin and the United States or is either a citizen or an alien lawfully admitted for permanent resident by the INS.
3. The recipient must be enrolled in River Ridge High School for the last four (4) continuous full semesters prior to graduating from River Ridge High School.
4. An eligible candidate must exhibit interest in and planning for a technical careers as evidenced by:
 - a. Prior to September 1 of their graduating year, the candidate's school counselor or High School principal must affirm the candidates post-secondary plans related to a technical career.
 - b. Beginning September 1 of their graduating year, a student must have an academic and career plan leading to a technical career.

Additional Criteria:

In addition, in order to be eligible for a TES scholarship, a student must also have completed **at least one** of the following eight eligibility items. Students awarded a TES scholarship must have:

1. Be a CTE (Career and Technical Education) Concentrator, defined as completing at least 3 high school CTE courses – at least three (3) high school CTE courses must be in the program area, pathway or concentration area in the student's chosen pathway and one (1) high school CTE course in a different program area or pathway. The candidate can be enrolled in their third and fourth course at the time of their nomination.
2. Participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development.

3. Participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction.
4. Participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction.
5. Participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction.
6. Completed (or be on track to complete) an industry-recognized certification program approved under Wis. Stats. 115.367. Example: Microsoft Office Specialist Certification;
7. Participated in a Career and Technical Student Organization in Wisconsin: FBLA or FFA.
8. Completed (or be on track to complete) technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:
 - Certified Nursing Assistant
 - Industry Certification
 - Medical College of Wisconsin Summer Enrichment Programs
 - UW-Madison's Summer Science Institute at WIScience
 - Marquette University's K-12 Engineering Academies
 - MSOE summer programs for K-12 students

Ranking of Eligible Candidates:

Candidates will be evaluated using the following point system as a **guideline** reflective of course work and technical education experience. Other criteria that will be considered are leadership roles, character and service to CTSO (Career Technical Student Organizations).

- a. Students are awarded 1 point per semester class in which they received grades of B- or better (or be on track to complete) in CTE classes.
- b. Students are awarded 1 point per year that they have participated in three activities in a CTSO Organization.
- c. Students are awarded 1 point per semester class in which they received grades of B- or better (or be on track to complete) in a Youth Apprenticeship Program or State Skilled Co-op.
- d. Students are awarded 1 point for completing (or be on track to complete) a technical training program for high school students if the program is offered by a UW System school or a Wisconsin Technical College System school.

- e. For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination should be counted toward the number of credits the student has earned.

Tie Breaker:

1. GPA in all CTE Courses.
2. GPA in all classes taken in high school.
3. Involvement in school and community
4. Draw names out of a hat.

Other Information:

1. The CTE team will look at the student's efficiency using the above CTE criteria. If something deems to be inaccurate on a student application the CTE team has the right to correct the points on the student application. Students shall turn in a completed application to School Counselor by February 1.
2. No scholarship shall be reallocated after February 15th.
3. In the event a student qualifies for both the Academic Excellence and Technical Excellence scholarships, the student shall identify which award they intend to accept.
4. The school recipients and alternates are final.
5. The recipient and alternates GPA's shall be rounded to three decimal places.
6. Students participating in the full time public school open enrollment program shall compete for the scholarship at the high school they actually attend.

Approved: March 18, 2015

Revised: February 10, 2021

River Ridge School District Technical Excellence Scholarship (TES) Application

APPLICANT'S NAME: _____

1. In order to be eligible for the TES scholarship, a student must exhibit interest in a technical career and plan to attend a Wisconsin Technical College.

COLLEGE: _____ PROGRAM: _____

2. The following point system will be used as a guideline for selection:

REQUIRED – A minimum of three CTE (Career and Technical Education) courses in the department most closely related to your intended post-secondary area of study and one high school CTE course in a different program area or pathway. **Students are awarded 1 point per semester class in which they received grades of B- or better:**

1. **Check completed classes (B- or better) and those in which you are currently enrolled.**

AGRICULTURE – Total Points: _____

- | | |
|------------------------------------|--|
| _____ Ag 9 | _____ Conservation & Wildlife Management |
| _____ Ag Leadership | _____ Greenhouse Management |
| _____ Ag Power & Small Gas Engines | _____ Horticulture |
| _____ Agronomy | _____ Livestock Eval Management |
| _____ Animal Health Systems | _____ Welding |
| _____ Applied Ag Mechanics | |

BUSINESS EDUCATION – Total Points: _____

- | | |
|------------------------------|-------------------------|
| _____ Accounting I | _____ Intro to Business |
| _____ Accounting II | _____ Marketing |
| _____ Accounting III | _____ Personal Finance |
| _____ Advanced Computer Apps | _____ Yearbook I |
| _____ Computer Applications | _____ Yearbook I |

TECHNOLOGY EDUCATION – Total Points: _____

_____ Advanced Woodworking

_____ Manufacturing

_____ Cabinet Making I

_____ Mechanical Drafting

_____ Cabinet Making II

_____ Residential Construction

_____ Computer Aided Drafting (CAD)

_____ Video Production

_____ Digital Photography

_____ Woodworking

2. **Belong in a Career and Technical Student Organization (CTSO):** FBLA, FFA and participate in at least 3 activities per year.

Freshman Year

CTSO Organization(s): _____

Activities: _____

Sophomore Year

CTSO Organization(s): _____

Activities: _____

Junior Year

CTSO Organization(s): _____

Activities: _____

Senior Year

CTSO Organization(s): _____

Activities: _____

TOTAL POINTS: _____

(One point per year for each organization.)

3. Served in a leadership role within a CTSO Organization

CTSO Organization(s): _____ Officer: _____

TOTAL POINTS: _____

(One point per year for officer position)

4. Completed (or be on track to complete) a Youth Apprenticeship Program or State Skilled Co-op earning a B- or above.

Youth Apprenticeship/State Skilled Co-op Program: _____

Number of Semesters: _____

TOTAL POINTS: _____

(One point is awarded per semester)

5. Completed (or be on track to complete) a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school (for example: CNA certification if not taken through the Youth Apprenticeship Program).

Technical Training Program(s): _____

TOTAL POINTS: _____

(One point per class)

6. **Completed an Industry Certification** (ie: Microsoft Office Specialist, Word, Power Point, Excel)

Certification(s): _____

TOTAL POINTS: _____
(One point per class)

7. **Completed other courses either online or SRTNC in my CTE career pathway**

Courses(s): _____

TOTAL POINTS: _____
(One point per class)

OVERALL TOTAL POINTS : _____

Please turn in completed application to High School Counselor.

FOR ADMINISTRATIVE USE ONLY.

Cumulative GPA in CTE courses: _____
(To be calculated by the school counselor)

Overall Cumulative GPA: _____
(To be calculated by the school counselor)

This will be used ONLY in the case of a tie.

Approved: March 18, 2015
Revised: February 10, 2021

STUDENT FEES AND FINES

The River Ridge School District provides a total education program for students in the district. Certain activities, courses and services may require additional funding, therefore, the Board may charge accordingly.

The fees charged shall be reviewed annually and distributed prior to the beginning of the school year.

Fines will be assessed when school property is abused. They will be in direct relation to the damage, taking into consideration the normal life of the property. Fines may be in the form of cash or work study at the discretion of the administration.

LEGAL REF.: Sections 118.03 (1) (a) Wisconsin Statutes
120.13(10)

APPROVED: July 1, 1995

CHILDREN OF DIVORCED/SEPARATED PARENTS

The district shall maintain neutrality between parents who are involved in an action affecting the family, unless otherwise directed by court order. It is the responsibility of the parent(s) to notify the district of any such court order.

The parent enrolling a student in school shall be considered to be the custodial parent and that parent's residence shall be considered the student's residence for school purposes, unless a court order or other satisfactory documentation is presented which specifies otherwise.

The visitational parent of any student enrolled in a school subject to district control may be provided all report cards, notices of school activities, disciplinary reports, conference appointments or summaries, or other student records which are provided to the custodial parent, unless otherwise expressly curtailed or restricted by a provision of a court order which has been provided to the principal. The visitational parent may also participate in all activities, including conferences. The school generally will conduct only one meeting for parents at appropriate times in which both parents will be permitted to participate.

A student enrolled in the district may only be released from school to the custodial parent, except under the following circumstances:

1. written permission has been obtained from the custodial parent; or
2. as otherwise directed by a court order.

LEGAL REF.: Sections 118.125 (2) (m) Wisconsin Statutes
767.245

CROSS REF.: 491-Exhibit, Confidential Questionnaire for Separated/Divorced Parents

APPROVED: July 1, 1995

REVISED: April 17, 2017

CONFIDENTIAL QUESTIONNAIRE FOR SEPARATED/DIVORCED PARENTS

Please complete to the best of your ability.

1. Your Name: _____ Phone # _____

Address: _____ (Home) _____

_____ (Work) _____

_____ (Other) _____

Student(s) Name(s): _____

Age(s): _____

Grade(s): _____

Name(s) of School(s): _____

2. Name of Other Parent: _____ Phone # _____

Address: _____ (Home) _____

_____ (Work) _____

_____ (Other) _____

3. Type of Action Affecting Your Family:

_____ Divorce

_____ Separation

_____ Custody Dispute

_____ Support Dispute

_____ Other

4. Current Status of Action:

_____ Filed

_____ Pending

_____ Completed

_____ Disputed

_____ Appealed

_____ Other

5. County and State in Which Action Took Place or is Taking Place (if more than one please indicate):

6. Is there a Court Order dealing with custody and visitation?

7. Are there any Court Orders curtailing or restricting the rights and privileges of your current or former spouse with respect to his/her right to be kept informed of the student's school progress and activities or to participate in those activities? If so, please attach a copy of the order. _____

8. Does the most recent Court Order expressly permit the student(s) to be released from school to the visitational parent?

_____ If no, please explain: _____

9. Are you the custodial parent? _____

Are you the visitational parent? _____

Is there a Joint Custody Order? _____

10. Does the Court Order permit third persons access to your child(ren)? If so, please attach a copy of the order. _____

11. Does the Court Order forbid access by anyone to your child(ren)? _____ If so, who is forbidden access? _____

12. Are there any unusual stressful events occurring in your household at this time which may affect your child(ren)'s emotional or mental development such as: death of a family member; long term illness; pending legal actions, etc.? If so, please briefly explain:

NOTE: Please attach a certified copy of the applicable portion of any such Court Order pertaining to the previous questions. A certified copy will contain a date stamp with language including the state where the judgment was rendered, the county, and generally a notation that "This document is a full, true and correct copy of the original on file and of record in my office and has been compared by me." The document is then signed by the Clerk of Courts and, in many cases, contains a formal seal of the Circuit Court of the county in which the judgment was rendered.

If your judgment or court order does not contain this information, you should contact the Clerk of Courts to obtain such a copy.

Signature: _____

Date: _____

APPROVED: July 1, 1995

REVISED: April 17, 2017