



OREGON SCHOOL DISTRICT

Back-To-School Information Annual Notices and Student Policies

Oregon School District
2020-2021

Oregon School District Mission Statement

The mission of the Oregon School District is to educate all students by helping them acquire the skills, knowledge, and attitudes needed to achieve their individual potential, to contribute to a changing society, and to be receptive to learning as a lifelong process. The mission will be accomplished by delivering a high quality program through the joint efforts of students, staff, parents, and community.

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BACK TO SCHOOL INFORMATION

<u>OREGON SCHOOL DISTRICT TELEPHONE NUMBERS AND BELL TIMES</u>		
Building	Address	Phone Number
District Services Office	123 E Grove Street	835-4000
Oregon High School Start: 8:35AM Dismiss: 3:50PM	456 N Perry Parkway	835-4300
Oregon Middle School Start: 8:35AM Dismiss: 3:50PM	601 Pleasant Oak Drive	835-4800
Rome Corners Intermediate School Start: 7:50AM Dismiss: 2:50PM	1111 S Perry Parkway	835-4700
Brooklyn Elementary Start: 7:50AM Dismiss: 2:50PM	204 Division Street Brooklyn, WI	835-4500
Netherwood Knoll Elementary Start: 7:50AM Dismiss: 2:50PM	276 Soden Drive	835-4100
Prairie View Elementary Start: 7:50AM Dismiss: 2:50PM	300 Soden Drive	835-4200
Forest Edge Elementary Start: 7:50AM Dismiss: 2:50PM	4848 Brassica Road	835-4600
Oregon Pool	249 Brook Street	835-8617

AUTOMATED ATTENDANCE LINE

When your child is not going to be at school, please call 835-4000 to report the absence. Once you have dialed the number you may listen to the instructions or you may reach the appropriate school and grade level by dialing as instructed below:

DIAL 835-4000	
DIAL 1 TO ACCESS MAIN MENU OF SCHOOLS	
SELECT SCHOOL BY DIALING:	
1	Brooklyn Elementary School
2	Prairie View Elementary School
3	Netherwood Knoll Elementary School
4	Rome Corners Intermediate School
5	Oregon Middle School
6	Oregon High School
7	Forest Edge Elementary School
0	District Services Operator
SELECT INTERMEDIATE SCHOOL GRADE BY DIALING:	
1	Fifth Grade
2	Sixth Grade
SELECT MIDDLE SCHOOL GRADE BY DIALING:	
1	Seventh Grade
2	Eighth Grade
SELECT HIGH SCHOOL GRADE BY DIALING:	
1	For last names beginning with letters A through K
2	For last names beginning with letters L through Z
To speak to an operator, dial 0 from the main menu	

OREGON SCHOOL DISTRICT 2020-2021 SCHOOL CALENDAR



OREGON SCHOOL DISTRICT

JULY 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2021						
					NS	2
3	4	5	6	7	8	9
10	11	12	13	14	[15]	16
17	PD	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 NO SCHOOL
Winter Break
- 4 Classes Resume
- 15 End of First Semester
- 18 NO SCHOOL
Teacher Professional Development

AUGUST 2020						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	PD	PD	28	29
30	31					

FEBRUARY 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	PD	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 15 NO SCHOOL
Teacher Professional Development

SEPTEMBER 2020						
		1	2	3	4	5
6	NS	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	[26]	27
28	NS	NS	NS			

- 25 End of 3rd Quarter
- 29-31 NO SCHOOL
Spring Break

OCTOBER 2020						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	[28]	PD	PD	31

APRIL 2021						
				NS	NS	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	26	27	28	29	30	

- 1-2 NO SCHOOL
Spring Break
- 23 NO SCHOOL
Teacher Professional Development

NOVEMBER 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	NS	NS	NS	28
29	30					

MAY 2021						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	NS					

- 31 NO SCHOOL
Memorial Day (Holiday)

DECEMBER 2020						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	NS	NS	NS	26
27	NS	NS	NS	NS		

JUNE 2021						
		1	2	3	4	5
6	7	8	9*	PD	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 9* 1/2 Day / Last Day
- 10 Teacher Professional Development
- 11 PIT Compensation Day
- 13 Graduation

Also includes 1 floating PD day and 5 additional PD days.

* School may end earlier or later depending on the number of snow days

OREGON SCHOOL DISTRICT BOARD OF EDUCATION

President

Steve Zach
330 East Richard Road
Oregon, WI 53575
Phone: 608-835-9675
Work: 608-283-1736
Email: sbsz@oregonsd.org
Area I: Village of Oregon
Term Expires: 2021
Years on Board: 21

Vice-President

Tim LeBrun
933 County Road MM
Oregon, WI 53575
Phone 608-215-8315
Email: sbtl@oregonsd.org
Area III: Village of Brooklyn, Towns of Oregon,
Montrose, Brooklyn, Rutland and Union
Term Expires: 2023
Years on Board: 3

Treasurer

Troy Pankratz
502 Hillcrest Lane
Brooklyn, WI 53521
Phone: 608-438-8361
Email: sbtp@oregonsd.net
Area III: Village of Brooklyn, Towns of Oregon, Montrose, Brooklyn, Rutland
and Union
Term Expires: 2021
Years on Board: 2

Clerk

Krista Flanagan
Email: sbkf@oregonsd.org
Area I Village of Oregon
Term Expires: 2022
Years on Board: 4

Ahna Bizjak
390 Kassander Way
Oregon, WI 53575
Phone: 608-291-2250
Email: sbab@oregonsd.org
Area I Village of Oregon
Term Expires: 2022
Years on Board: 1

Kevin Mehring
3158 Waucheeta Trl
Madison, WI 53711
Phone: 608-282-5163
Email: sbkm@oregonsd.org
Area II: City of Fitchburg, Towns of Blooming Grove and Dunn
Term Expires: 2022
Years on Board: 0

Heather Garrison
5708 Niagara Court
Fitchburg, WI 53575
Phone: 608-852-4727
Email: sbhg@oregonsd.org
Area II City of Fitchburg, Towns of Blooming Grove and Dunn
Term Expires: 2022
Years on Board: 0

ASBESTOS NOTIFICATION

OREGON AREA SCHOOL DISTRICT ANNUAL ASBESTOS NOTIFICATION
2020-2021 SCHOOL YEAR

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the AHERA Act is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities.

Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos.

Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos for the school year.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years.
- In the past year the District conducted the following asbestos removal activities: No asbestos abatement projects were conducted

All outside contractors shall contact the lead maintenance person before commencing work. Our goal at the District is to be in full compliance with asbestos regulations.

A copy of the Asbestos Management Plan is available for review by contacting the District Office. Questions related to this plan or any other asbestos concerns should be directed to the District's designated person Zain Heitz.

ACT 55 – ANNUAL NOTICE AND NOTICE OF SPECIAL NEEDS SCHOLARSHIP PROGRAM

Dear Oregon School District Parents/Guardians:

We would like to share with you information about the Oregon School District's academic standards, our school accountability report card, our students' educational options and information about the special needs scholarship program as required by 2015 Wisconsin Act 55.

Academic Standards – Our academic standards for each grade level and course are available on the Oregon School District's website under District Information and then Curriculum. The link is: <https://www.oregonsd.org/Page/3302>. The District uses the ACT College and Career Readiness Standards and Common Core State Standards as a foundation for curriculum and instruction in Mathematics and English Language Arts, and the Wisconsin Academic Standards in other Areas except for Science. We are in the process of aligning our science curriculum with the Next Generation Science Standards.

School Report Card – The 2019-20 Report Card for each school is located on our website under District Information and then DPI (Wisconsin Department of Public Instruction) Report Card. The link is: <https://www.oregonsd.org/Page/5392>. We are pleased to report that our District's overall score for 2019-2020 was 79.2 – Exceeds Expectations. Each school is broken down below.

- Brooklyn Elementary
 - Score: 86.5
 - Performance Category: Significantly Exceeds Expectations
- Netherwood Knoll Elementary
 - Score: 70.6
 - Performance Category: Meets Expectations
- Prairie View Elementary
 - Score: 82.9
 - Performance Category: Exceeds Expectations
- Rome Corners Intermediate
 - Score: 74.8
 - Performance Category: Exceeds Expectations
- Oregon Middle School
 - Score: 74.5
 - Performance Category: Exceeds Expectations
- Oregon High School
 - Score: 80.5
 - Performance Category: Exceeds Expectations

- **Oregon School District**
 - Score: 79.2
 - Performance Category: Exceeds Expectations

Educational Options – The following is a list of educational options that exist within our Oregon School District community:

- **Public Elementary/Intermediate Schools:**
 - Brooklyn Elementary
 - Forest Edge Elementary
 - Netherwood Knoll Elementary
 - Prairie View Elementary
 - Rome Corners Intermediate
- **Public Secondary Schools:**
 - Oregon Middle
 - Oregon High
- **Open Enrollment to Other Public Schools**
 - Students may apply to attend other public schools outside of the Oregon School District
 - See DPI for information on eligibility and the application process: <http://dpi.wi.gov/open-enrollment>
- **Non-Public School Options**
 - Home-based Private Education Program – see DPI for more information: <https://apps4.dpi.wi.gov/homeschoolparent/>
 - Virtual Charter Schools – see DPI for information on eligibility and availability: <http://dpi.wi.gov/imt/digital-learning/virtual-schools>

Our students also have two additional options to take courses offered by other school districts and institutions of higher education.

Youth Options – The Youth Options program allows public high school juniors and seniors in good standing (academic and behavioral) to take postsecondary courses at a Wisconsin technical college, a UW systems college or university, or a Wisconsin private, nonprofit college or university. This is a great opportunity for students to get a head start on a technical certificate, associates or bachelor's degree, learn more about a field of interest, or develop skills for entering the workforce immediately after high school graduation. You may find more information in the Oregon High School's Student Handbook and the District's website under Oregon High School and Academics: <https://www.oregonsd.org/Page/1133>.

Course Options – The Course Options program provides a means for Wisconsin students to take up two courses at one time for either no cost or up to one-half tuition costs to the student that are offered by other Wisconsin school districts, charter schools, various higher educational institutions and approved nonprofit organizations. The following link provides additional information from DEP about Course Options including the application form: <https://dpi.wi.gov/cst/data-collections/student/cwsc/data-elements/course-options>.

Special Needs Scholarship Program – If you are a parent or guardian of a student with a disability, the State of Wisconsin has established the "Special needs Scholarship Program." Through this program, a child with a disability who has been denied enrollment in a non-resident school district under the full-time open enrollment process may be eligible to receive a scholarship from the DPI that allows the child to attend an eligible private school that is participating in the program beginning with the 2016-17 school year.

This is a state-administered program. If you are interested in this program, you should verify the participating private schools and the specific terms, eligibility, criteria, and application procedures with DPI. You may find more information on DPI's website at <https://dpi.wi.gov/sms/special-needs-scholarship>.

We thank you for your continued support and partnership as we seek to provide your student with necessary opportunities to achieve his or her maximum potential. If you have any questions, feel free to contact me or any of the District's administrators.

Sincerely,
Dr. Leslie Bergstrom
District Superintendent

ADVANCED LEARNING/GIFTED AND TALENTED PROGRAM

In the Oregon School District, advanced learners are those students whose demonstrated abilities, talents and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Every building in the district is responsible for meeting the needs of its advanced learners.

Students are identified through a multi-step process that begins with screening by parents and teachers as well as in grade level tests including the MAP assessment. After screening, the positively screened students are tested in their areas of strength using out-of-grade-level, nationally normed tests and/or IQ testing. Portfolios or teacher recommendations are used

for identification in the fine or performing arts. The testing allows for accurate identification of service areas and the level of service each child requires to meet his or her individual needs.

- **Types of Programming** – All schools offer classroom differentiation, small group enrichment opportunities, alternative programming that takes the place of regular programming, grade or subject acceleration and curriculum compacting and a variety of after school enrichment activities. Rome Corners Intermediate School, Oregon Middle School and Oregon High School also offer a wide assortment of accelerated and Advanced Placement courses.

- **Where to find more information** – Find the Advanced Learning Program website by logging onto the Oregon School District website:

1. www.oregonsd.org
2. Click on Parents (top of page)
3. Under quick links, click on Advanced Learning

The website offers links to the Oregon Advanced Learning staff, the Board of Education Advanced Learning Policies, calendar dates, college information, Oregon's local AL Parent Group, Destination Imagination, descriptions of giftedness, explanation of the gifted identification process for the district and the tests used, and links to other gifted resources.

BOARD POSITION STATEMENT ON ALCOHOL AND DRUG USAGE (133):

Our schools are vibrant, progressive and successful. Residents of our community have demonstrated their commitment to quality education and their confidence in the Board of Education, administration and staff by recently approving referenda. We come to you now with a different problem, one which money or buildings cannot solve. We have a serious problem in our District with our students' illegal use of drugs and alcohol.

Over the past year we have discussed and investigated this issue with District administrators, staff and students. We believe the problem is real and significant. We believe the drug and alcohol-related activities involve a large segment and wide spectrum of our students and include use at school and at school-related activities.

In the last year, this Board has taken a strong position in expulsion actions to enforce its policy with respect to school-place violence and other threats to the safety of our students. It is our intent to similarly emphasize our policy with respect to the illegal use of drugs or alcohol. Acts that threaten the safety of our students disrupt the learning process. Similarly, the illegal use of drugs and alcohol interferes with the educational goals that we strive to achieve. Our schools should not only be violence free, but also drug and alcohol free.

In an effort to strengthen our policy with respect to drugs and alcohol, we have taken several steps in the last year. First, we adopted a new policy on drug and alcohol usage that contains stronger standards and consequences. We have established and are funding, along with the Village of Oregon, a Police School Liaison officer, whose responsibilities include in part, assisting our staff and administrators in enforcing this policy. We have taken strong disciplinary actions in expulsion cases before us involving illegal drug and alcohol usage. We have established as a primary objective for the Board of Education our commitment to drug and alcohol free schools. We will continue to work with our administrators and staff to develop long-term programs to promote positive choice-making by our students, for example, the community-wide committee currently working on asset building in the community (BOAT). In order to achieve our goal of drug and alcohol free schools:

1. We encourage parents of our students to fully support our efforts, including at such times when their children are found to be involved in drug or alcohol-related activities. (The District has confidential resources available to parents that can be accessed through contact with the District's AODA coordinator.)
2. We hope that all parents will become more fully involved in a dialogue about this problem and will engage in communication with the District, parents and students in an effort to stem it.
3. We ask our administrators and staff to fully enforce the revised drug and alcohol policy and to actively work to identify and stop the illegal use of drugs and alcohol in our schools. The Board will, to the fullest extent possible, back the administration and staff in such efforts.
4. We want our students to let it be known that alcohol and drug abuse will not be condoned by the student body and that, more importantly, refraining from illegal drug and alcohol use is not only acceptable, but also the proper choice of conduct.

While our immediate and most visible efforts may focus on discipline and deterrence with respect to our school buildings, we hope that through our actions and the commencement of a dialogue about our students' drug and alcohol usage, the long-term focus for all of us will move from creating drug free schools to a drug free student body through positive choice-making by our students. Our first priority is to remove drugs and alcohol from our schools. We will take whatever actions are appropriate to accomplish this. But, just as it took the commitment of dollars to build our physical plant, we need the commitment of administrators, staff, students and parents, working together, to build a drug free and alcohol free learning environment.

COMMUNICATION HOTLINE

The Oregon School District's Communication Hotline at 835-4014 is a way for area residents to share ideas, concerns, and questions they have about the school district. For those with access to the internet, the school district also has a web site at www.oregonsd.org. If you have questions, comments, or need more information about either the hotline or the web site, please call the Community Education Office at the Oregon District Office at 835-4017.

COMMUNITY EDUCATION & RECREATION

The CE & Rec office is located in the District Services Office at 123 E. Grove Street. The mission is to encourage parent and community involvement in the education of our children, to facilitate the use of district assets for the greater good of the community and to provide lifelong learning opportunities for all members of the community.

Community Education & Recreation

- Offers lifelong learning opportunities for residents of all ages who live in the Oregon School District and the surrounding areas.
- Supports events, including youth sports, led by other community organizations within our buildings or in the community.
- Produces program guides three times per year that have information on classes, workshops, swimming lessons and information on lifelong opportunities offered by other community groups.
- Provides leadership for our community developmental asset initiative, community wellness "Health Trip", and "Try it Today" events in all schools
- Produces school/community calendar that is available free to all residents of the Oregon School District.
- Administers the school district's display and distribution policy and volunteer background checks.
- Participation, input, and ideas are always welcome! Please stop at the CE & Rec Office in the Oregon District Office or call 835-4097.

Please Contact CE & Rec if interested in:

Displaying or distributing information in our schools

Volunteering in our schools

Obtaining work permits (at OHS or District Offices)

COMMUNITY EDUCATION FREE AND REDUCED FEE

Through the Community Education program residents of the Oregon School District have the opportunity to be involved in life-long learning experiences. The program includes pool activities like swimming lessons and recreational swimming, after-school opportunities, and many other events. The Oregon School District realizes that participation in these opportunities may be substantially limited for some residents because of financial hardship.

Financial assistance in the form of fee reduction or waiver may be available. Eligibility guidelines pertain to those who receive food stamps or W-2, have foster children, or are at or below the family size income levels. Participants must make application for fee reduction or waiver and may do so by contacting Community Education at 835-4052.

FOOD SERVICE PROGRAM

Oregon School District food service provides all students with the opportunity for breakfast and lunch. Free or reduced price meals are available to all students who qualify. A new application for the free/reduced program must be completed each school year. Applications are available in the main office of each school building and the District Services Office. Applications are also available on-line at our website www.oregonsd.org. Under Quick Links choose Food Service to find the application.

In the operation of the child feeding programs, no child will be discriminated against because of race, color, sex, national origin, age, or handicap. If any member of a household believes they have been discriminated against they should write immediately to: USDA, Director Office of Civil Rights, Room 326-W Whitten Building, 1400 Independence Avenue, Washington D.C. 20250-6410. Contact the Food Service Director at 835-4036 if you have questions or need additional information.

HEALTH SERVICES

The Oregon School District has a Health Services Team that provides health care services to students while they are at school. This team consists of two school nurses and six health assistants. A health office is maintained in each school. The goal of the Health Services Team is to assist in maintaining each student's optimum physical, emotional, and social health so he/she can realize the maximum benefit from the school's educational program.

Physical and eye examinations are requested for all students entering. Wisconsin law requires that all students in kindergarten through grade 12 provide evidence of complete

immunization or submit a signed waiver claiming health, religious, or personal conviction reasons for not being immunized.

Complete health policies and procedures along with contact information for the school nurses can be found on the school district website at www.oregonsd.org. Path through departments and health services and then click on Health Services Home Page. This is also where you can find any of the health forms you may need to use during the school year. If you do not have access to the internet please call 835-4109 or 835-4139 to request the information you need.

Meningococcal Disease:

Protect Your Child

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommend routine meningococcal immunization for adolescents during the preadolescent doctor's visit (11 to 12-year-olds), adolescents at high school entry (15-year-olds) if they have not previously been immunized, and for college freshmen living in dormitories.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students.

A meningococcal vaccine is available for use among persons aged 11 to 55 years, which provides protection against four of the five types of bacteria that cause meningococcal disease. Many parents are unaware of the dangers the disease poses to their children and that a vaccine is available that may help to prevent up to 83 percent of cases among teens and college students. *Immunization is the most effective way to prevent this very serious disease.*

About Meningococcal Disease

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers and college students are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites:

- www.cdc.gov – This CDC website includes the CDC recommendations and information on the meningococcal vaccine.
- http://dhfs.wisconsin.gov/communicable/Communicable/factsheets/PDFfactsheets/Meningococcal_42072_05041.pdf – The Wisconsin Department of Health and Family Services communicable disease fact sheet
- <http://dhfs.wisconsin.gov/communicable/Communicable/factsheets/Meningococcal.htm> – Another Wisconsin Department of Health and Family Services communicable disease fact sheet
- <http://dhfs.wisconsin.gov/LocalHealth/index.htm> – A list of local Wisconsin public health departments and contact information.
- American Academy of Family Physicians, www.aafp.org
- American Academy of Pediatrics, www.aap.org
- Meningitis Foundation of America, www.musa.org
- National Meningitis Association, www.nmaus.org

NOTICE OF CHILD FIND ACTIVITY

OREGON SCHOOL DISTRICT

Confidentiality of Personally Identifiable Information Obtained Through Child Find Activities (This information in this publication also is available in Spanish and Hmong.)

The Oregon School District is required to locate, identify, and evaluate all children, with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts the following child find activities each

year; Child Development Days, 4K Round-up and screenings conducted at preschools and 4K sites.

Wisconsin's rule for identifying students with specific learning disabilities (SLD) has changed. This letter is to inform you that initial SLD evaluations in all schools in the Oregon School District will begin using information from a student's response to intensive, scientific research based or evidence based interventions when making special education eligibility decisions.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.
- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.
- "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.
- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

- **The right to inspect and review the student's education records within 45 days of receipt of the request.** Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- **The right to request the amendment of the student's education records that the parent**

or eligible student believes is inaccurate or misleading or otherwise in violation of the student's privacy rights. Parents or eligible students may ask the Oregon School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- **The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that FERPA and other federal and state law authorize disclosure without consent.** The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district within 14 days that it may not be released without prior parental consent.
- **The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

OREGON POOL

The Oregon Pool, a facility that is owned and operated by the Oregon School District, is a public swimming pool open to everyone. Activities include recreational swimming, lap swimming and water walking, water exercise classes, swimming lessons, and competitive swimming. The pool phone number is 835-8617. It is located across from the Oregon Post Office at 249 Brook Street in the Village of Oregon. The Aquatics Director may be reached at 835-4086. For a complete pool schedule and more information about the pool please visit our website at www.oregonsd.org and click on swimming pool.

OREGON SCHOOL DISTRICT SPECIAL EDUCATION and PUPIL SERVICES

Student/Parent Support Services – Pupil Services teams within each building consist of school counselors, psychologists and nurses. These professionals work with staff, parents and community agencies resources to assist students in personal, social, educational and health and career development. Services and available groups or activities vary by building and age level and may include:

- Individual counseling concerning social and personal issues
- Screening and assessments for academic, social and emotional needs
- Classroom discussions
- Consultations with teachers
- Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, study strategies, drug awareness and safety issues
- Special education needs assessment which may include measurements of intellectual functioning, academic performance, social behavior, perceptual motor development and adaptive behavior functioning
- Small group work on topics such as family change, friendships, social skills, anger management, problem solving, coping skills, stress management and organizational skills.
- Tobacco, alcohol and other drug screening or resource information
- Emergency health services and maintenance of immunization and health records
- Health promotion, disease prevention, communicable disease control.

For specific information, please contact staff at the individual building regarding the services available. If you do not want your child to participate in the small group pairings listed above, please contact the pupil service personnel in your building.

The Oregon School District has established problem-solving groups at each of the six

school buildings. The teams are comprised of teachers, pupil services staff, health staff and administrative staff. When student concerns arise, the building team convenes to problem solve and discuss interventions to address individual student needs. This building team assists in clarifying concerns, brainstorming ideas to support students, reviewing information and discussing options for working with students in regular education. Team members share with parents, teachers and other support personnel about student needs, coordinating the efforts of school staff to meet student needs, and initiate referrals for special education or 504 eligibility and accommodation plans. The specific team compositions and procedures vary slightly by level and building. This is referred to as Response to Intervention A (addressing academic concerns) or B (addressing behavioral concerns. RTI B is also known as PBIS (Positive Behavior Interventions and Supports). The District assumes all students need can be addressed by a tiered system of interventions.

Parents may share concerns about a student in writing, verbally or by phone to the child's teacher, guidance counselor, the building principal, psychologist or the Director of Special Education. Students referred are reviewed at a building team meeting. The team may initiate a screening or a referral for a 504 or special education evaluation.

Section 504 – Section 504 prohibits discrimination against persons with disabilities by school districts receiving federal financial assistance. Each district must provide accommodations and services to allow students with disabilities to have access to equitable participation in programs and activities. Without these modifications and interventions, the student would not have an equal opportunity to receive an appropriate education. Referrals for an evaluation under section 504 may be made by parents, classroom teachers, other school personnel, students themselves or outside agencies who represent the student.

For referral information, contact your child's counselor, school psychologist, building administrator or Director of Special Education.

Screening and Referral Procedures – Educational screenings or referrals for special education evaluations are available for any child between the ages of 3 through 21 who may be experiencing physical, mental, emotional or learning problems. The child's parent or teacher may make a referral by contacting the Director of Special Education, School Psychologist or the building administrator. In addition, any teacher or administrator would be able to assist in making a referral.

- Special education referrals are made in writing and include the date of referral
- Referrals include the child's and parent's names
- Referrals also include reasons that a disability is suspected and/or an explanation of the areas of difficulty the child is or has been experiencing
- Prior to a referral being made, the person making the referral must inform the child's parents of the concerns and the pending referral.
- Referrals are sent to Candace Weidensee, Special Education Director at 123 East Grove Street, Oregon, WI 53575.

Specific state criteria will be adhered to in determining eligibility for specific disability categories and the need for special education services.

The Oregon school district shall solicit and receive referrals of student suspected of needing special education services from all persons who have reasonable cause to believe that such need exists. Any health care professional, such as a physician, nurse, psychologist or social worker, including school staff who thinks the child has a disability is required to make a referral to the school. Other individuals, such as preschool/daycare providers or neighbors, including parents, who think a child might have a disability, may refer the child to the school.

IEP Team Evaluation – Whenever a child is referred who is suspected of needing special education services, the school district shall establish an Individual Education Program (IEP) team of evaluators. The appointment of this team is based on the concerns about the child and includes district employees who are knowledgeable in assessment and programming for the suspected disability of the child being evaluated. The team also includes the general education teacher, a district employee knowledgeable about curriculum and resources of the district and the child's parent(s).

Procedural Safeguards for evaluation including the following:

- The notice of intent to evaluate shall be sent to the parents/guardians and will include:
 - A full explanation of the due process/procedural safeguards in their native language or other mode of communication;
 - A description of the evaluation proposal, an explanation of why the evaluation is proposed, any options that were considered and the reasons why those options were rejected;
 - A description of each evaluation procedure used as a basis for the evaluation;
 - The type of professionals conducting the evaluation;
 - A description of any other relevant factors.
 - Written parental consent shall be obtained when a child is being evaluated for or reevaluated with the District. This consent form shall include:
 - A statement documenting that the parent understands the content of the notice;

- Information on the general areas to be evaluated or reevaluated;
- Information on the general types of procedures to be used.

Annual Notice of Special Education Referral and Evaluation Procedures – Upon request, the Oregon School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Candace Weidensee, Director of Special Education, Oregon School District, at 835-4004, or by writing her at 123 East Grove Street, Oregon, WI 53575.

Special Education Services – The Oregon School District provides excellent special education services to students with identified disabilities in the following areas: emotional behavioral disability, specific learning disability, speech and language disability, cognitive disability, visual impairment, hearing impairment, orthopedic impairment, other health impairment, autism and traumatic brain injury. If you have concerns about a child's development, contact the school psychologist to discuss these concerns and possible interventions to address them. If the student does not attend a district school but is a resident of the school district, please contact the director of Special Education at 835-4004 to request information on screenings or special education evaluations.

For additional information contact: Candace Weidensee, Director of Special Education, at 835-4004.

SCHOOL CLOSINGS DUE TO INCLEMENT WEATHER

Inclement weather and the resulting unsafe conditions sometimes make it necessary to start school late, dismiss early, or not be in session at all. The safety of our students and staff is the Oregon School District's main concern and it is this concern that guides the decision to delay, dismiss, or cancel. Arrangements have been made with radio and television stations to announce changes in the school schedule. Notices are also posted on the District's website and Facebook page.

A general notice will be announced on the stations listed above when school is:

1. Canceled or starting later than normal
 - announced by 6:15 AM
 - subsequent news spots thereafter
 - if 2 hr. late start, buses will run their normal routes 2 hr. later than usual.
2. Dismissed early
 - will include notice of cancellation of PM kindergarten and early childhood.
 - when it is before noon, OHS, OMS, and RCI will be dismissed first and elementary students will stay for lunch.
 - when dismissal is after noon, normal bus routes will be run.

There may be days when weather conditions are not ideal but the school district decides it is safe to conduct classes. If parents/guardians feel that the safety of their child will be endangered by coming to school, they have the option to keep their child(ren) at home. In this situation, please notify the appropriate school that your child will not be in attendance and the absence will be excused.

SCHOOL-TO-CAREER PROGRAM

The world of work is changing and world markets call for an increased level of worker skills. At the same time, many youth do not have a clear career direction following high school. The School-to-Career Program has been successful in assisting students with career choices and making learning more exciting and compelling.

The School-to-Career Program provides students the following benefits:

- The student sees firsthand the connection between education and real life work skills.
- It increases a student's career options and future employability (note: 70% of today's jobs do not require a 4-year college education but require highly skilled training beyond high school).
- It encourages students to continue their education beyond high school and understand the importance of life long education or training.

- It strengthens academic skills.
- Students earn a certificate specific to the career area they are working in and learning about.
- Students receive career related instruction in a classroom setting and on-the-job training to apply the knowledge and skills they learn.

It provides an opportunity to test a potential career in the workplace and learn more about whether or not they are interested in their career area. Discovering they are not interested is equally important and helpful when making decisions.

The Youth Apprenticeship Program and the Cooperative Certified Skills Program consist of a one or two-year sequence of courses combined with work experience in the student's chosen career area. Students receive credit for their work-site training and for their classroom component each semester. Students must carry at least 4 high school class credits in addition to the credit they earn for their work experience. Students arrange their class schedule so they have a 2 - 3 period block of time to participate in on-the-job training at their work-site. The following programs are offered:

- Agriculture Plant/animal Science Skill Certificate
- Agriculture Youth Apprenticeship Program
- Architecture Youth Apprenticeship Program
- Auto Technology Youth Apprenticeship Program
- Biotechnology Youth Apprenticeship Program
- Business/Office Skill Certificate Program
- Child Care Skill Teacher Certificate Program
- Construction Trades Skill Certificate Program
- Cosmetology Skill Certificate Program
- Drafting & Design Engineering
- Finance and Banking Skills Program
- Fire Science Skill Certificate Program
- Foodservice Skill Certificate Program
- Health Occupations Youth Apprenticeship Program
- Information Technology Youth Apprenticeship Program
- Manufacturing Production & Machining (welding & wood) Appr.
- Marketing Skill Certificate Program (Includes Banking)
- Plastics Manufacturing Apprenticeship Program
- Printing and Graphic Arts Apprenticeship Program
- Tourism Youth Apprenticeship Program

Many of the graduates will continue their education at a 2-year Technical College, 4-year University or Adult Apprenticeship Program. If you would like more information on the program please contact Student Services at 835-4427.

An Outstanding Opportunity for All Students

Oregon High School Career and Technical Education classes provide outstanding opportunities for ALL students interested in learning career/technical skills. The following can help students prepare them for their post-high school goal:

- Enroll in a Career and Technical Education class(es) that interest you to provide experiences in a variety of vocational areas. These experiences will help you when choosing a career.
- Develop a career plan so you can select the classes that will prepare you for your chosen career. Your career plans can change as your interests or goals change. Counselors will always assist you in developing a plan that will help prepare you for your chosen career. The Career Pathways guide has information to help students select classes in many career areas.
- Learn the basic academic skills. Earning good grades in English, math, science and social studies will help you succeed in your chosen career.
- Learn and earn during your junior and senior years of high school. Enroll in a the School to Career Program (which includes Cooperative Skill Certificate or Youth Apprenticeship programs) to obtain on-the-job training in your chosen career. This will also prepare you for summer and part-time employment.

Dare to explore – and don't limit yourself to stereotypes. The career you choose should be based on your likes, interests, and goals, and not be dictated by society. Be the one to break the gender barriers for jobs that have traditionally been reserved for the opposite sex.

The following classes are available to all Oregon High School students:

- **Agriculture:** Animals, Plants, Nature; Natural Resources; Horse & Animal Science; Pet Care/Vet Science; Landscaping/Greenhouse Mgmt.; Fish & Wildlife Mgmt.; Botany.
- **Business Education:** Digital Technology 1 & 2; Business, Economics, and Marketing Concepts; Word Processing MOS Certification; PowerPoint MOS; Excel MOS; Desktop Publishing; Advanced Desktop Publishing; Successful Strategies for High School, College,

and Beyond; Multimedia; Advanced Multimedia; Web Page Design; Advanced Web Page Design; Accounting 1 & 2; Personal Finance

- **Family & Consumer Education:** Food Prep classes 1 - 4; Parents and Children; Assistant Child Care Teacher; Child Care Teacher.
- **Industrial Technology:** Basic Technical Skills; Foundations of Technology Engineering; Home Maintenance/Woodworking; Construction Trades Exploration; Home Construction; Engineering Drawing and Design; Architectural Drawing; Electronics; PC Systems Servicing; Consumer Auto; Small Engines; Auto Technology 1 - 3; Metal Technology; Machine Tool 1; Welding 1; Principles of Engineering; Video Game Development.
- **Marketing:** Principles of Marketing; Advanced Marketing; Sports & Entertainment Marketing; International Marketing; Entrepreneurship; Leadership.
- **Youth Apprenticeship Programs:** Agricultural & Vet Science; Architectural Drafting/Engineering Design; Auto Technician; Biotechnology; Finance and Banking; Health Occupations; Information Technology; Manufacturing; Graphic Arts/Printing; Tourism and Foodservice
- **Cooperative Certified Skills Programs:** Business Technology; Childcare; Construction Trades; Employability Skills; Marketing; Protective Services.

For additional information, contact OHS Student Services at 835-1305.

THE PATH FORWARD - A BOARD OF EDUCATION PAPER (138):

The world in which we teach our children is a global community where information on almost any topic is easily obtained. Technology has afforded us the ability to communicate and interact with people across the world as never before.

And yet, technology designed to enhance communication can isolate us from human interaction and can inundate us with information that must be critically analyzed. The gap between those who reap the benefit of progress and those who do not is widening, and we threaten the very environment that affords us abundance.

Pulitzer Prize-winning journalist and author Thomas Friedman suggests a reason for this disconnect:

“It’s the story of our time: the pace of change in technology, globalization and climate have started to outrun the ability of our political systems to build the social, educational, community, workplace and political innovations needed for some citizens to keep up. We have globalized trade and manufacturing, and we have introduced robots and artificial intelligence systems, far faster than we have designed the social safety nets, trade surge protectors and educational advancement options that would allow people caught in this transition to have the time, space and tools to thrive.”¹

Inherent in what Friedman says is that, as the world changes, so too must the way in which we educate our children so that all can thrive.

No longer can learning simply be defined by the accumulation of concepts, facts and figures. Rather, our children must have the ability to think critically and creatively, problem solve, apply their learning, reason, develop global competencies and be intrinsically motivated to learn. These skills must apply to all children, not just the subset of the college-bound.

The question is whether we can evolve as a public school district to meet these challenges. The natural inclination when institutions are called upon to change is to view what has been done in the past as inadequate. The fact that we need to evolve does not mean that what we have been doing has somehow not served our students well. We have been good at what we do.

Our district has a proud tradition of deliberate reflection on how we educate our students, the opportunities we offer to learners of all ages, and what a meaningful education looks, sounds and feels like. The theme that has resonated in our past visioning is “continuous improvement.” We are now at the point of taking the next step consistent with that theme, one which we have been working toward for 25 years, and will require us to evolve at a fundamental level.

Over the last year, we have engaged district stakeholders in a continued discussion about our future. What we have learned is that there is a strong commitment to what we value in education — a set of core values — and an understanding that key to the success of our students is the development of meaningful relationships between all involved in the learning process.

We also have learned that we envision a District whose students are fully engaged in learning, enthusiastic about school and understand the value of lifelong learning. We aspire to a place where learners of all ages are challenged to grow and have their intellectual curiosity piqued by highly qualified, motivating, and innovative educators. We strive for learning that occurs through collaboration and cross-disciplinary projects, and takes place inside and outside the classroom. We dream that all students, regardless of who they are, how they learn

best or where their dreams may take them, have access and opportunity to reach their full potential.

Our past strategic reflections have set us on a course towards this vision, and now we are at an important crossroads. In **Section I** of this paper, we identify where we have been, the rationale behind why and how we got there, and the status of our current initiatives. This reflection is essential in a system built upon continuous improvement.

In **Section II**, we address how we make the leap forward. We believe that the evolution of our District will best take place if done in the context of recognizing and moving towards attainment of those values which our district has recognized are at the core of educational success. To get there may require removing barriers that are the product of an educational model that served us well, but is no longer sufficient if we are to meet the needs of a rapidly changing world. In doing so, we will be better able to implement practices which are consistent with those values and leave behind or change those which are not.

Our hope is that our students step into the world of adulthood fully prepared to meet the challenges they will face, ready to build rewarding and satisfying lives, and a world better than ours.

The path is before us.

I. Oregon School District History and Education Philosophy

During the settlement of the Oregon-area, education was primarily delivered close to home in rural, one-room schoolhouses. At one time, there were at least 25 one-room schools in what is now the Oregon School District. A typical school served students ages 5-20 years old and one school had as many as 58 students in first through eighth grades taught by one teacher. Due to the rural nature of the schools, the school calendar was marked by adherence to the agrarian calendar (i.e. a three-month fall term beginning in August, a four-month winter term that began December 1, and a three-month spring term with a variable schedule).²

Because of the nature of these schools, movement through grade levels was obtained by demonstrating subject-matter proficiency, and was not defined by chronological progression. Some students were able to enter high school at the age of 12 or 13 and graduate when they were 16. Learning was enhanced by older students helping younger students.

Improvements in transportation changed area education because students had an easier means to commute to bigger schools. Beginning in 1925, the one-room schools began to close and students were transported into Village of Oregon schools. In 1947, the myriad of one-room schools consolidated into what is now the Oregon School District and in 1962, the Brooklyn schools became part of the Oregon School District.

Fast forward to 2016, the Oregon School District now educates close to 4,000 students who are grouped by age in grades (4K-12), curriculum is primarily delivered by subject matter, and graduation is determined by the attainment of time-based credits.

In addition, significant improvements are being made to Oregon School District facilities as a result of a \$54 million referendum passed in 2014. Less visible, however, are the meaningful changes occurring in the District with respect to the education of our students.

These changes are consistent with the continuing evolution of public education in the United States and fueled, in part, by the educational options that technology has provided for our educators and students. Public education does not have a monopoly on knowledge and learning, and technology offers opportunities to motivate and challenge learners in new ways. The District is charged with understanding how we can seize these opportunities to create a relevant and engaging learning environment.

While fundamental changes continuing to take place in public education bring us to this point, it is well worth noting that our District has a 25-year history of purposeful visioning and a proud tradition of educators who are passionate, highly knowledgeable and innovative.

The process of the development and delineation of our District vision has been shared in the form of position papers, which have served to guide policies, practices, teaching and learning within our District. These papers reflect the collective values of our community with respect to education and trace the evolution of public education in Oregon since 1992.

Before looking forward, it is important to understand from where we have come.

A. "Commitment to Continuous Improvement: Education for Lifelong Success" (1992)

In 1992, the Oregon Board of Education adopted a position paper titled "Commitment to Continuous Improvement: Education for Lifelong Success," which was the culmination of a District strategic planning initiative that began in the 1988-1989 school year.

An important result of this effort was the development of the Oregon School District Mission Statement, which stands today:

"The mission of the Oregon School District is to educate by helping students acquire the skills, knowledge, and attitudes

needed to achieve their individual potential, to contribute to a changing society and to be receptive to learning as a lifelong process. The mission will be accomplished by delivering a high quality program through the joint efforts of students, staff, parents and community."

Also of note in the paper was the recognition that numerous factors both inside and outside the District were driving the need for change, and that demonstrable, continual improvement in all aspects of the District were needed. The systemic change was built upon the premise that "all students can learn" and the framework for change was the Outcome Based Decision Model (OBDM), which called for:

1. Clearly defined graduation outcomes that accurately identify the knowledge, skills and attitudes needed by Oregon graduates in an increasingly complex, changing world;
2. An articulated curriculum framework of program, course, and unit outcomes and assessments derived from identified exit outcomes (i.e. a standards-based curriculum); and
3. A criterion-based, consistently applied system of assessments that are aligned to the outcomes or standards.

The paper indicated that, under OBDM, the rate at which learners successfully master clearly specified outcomes will determine their placement in a grade level or subject level, not chronological age or the rate at which their peers master the outcomes. This meant that learning time may drive changes in how learners and teachers interact and how they use their time during the school day and school year.

After the adoption of the 1992 paper, our District took steps toward OBDM including the adoption of course outcomes. Other initiatives contemplated by the 1992 paper were not fully implemented. For example, assessment of students remained based upon a point-average grading system rather than upon mastery of outcomes, time continued to be the constant with respect to curriculum delivery and assessment, and the District did not create a way in which to determine whether our graduating students demonstrated they met those outcomes.

B. "Accountability for Student Achievement in the Oregon School District": The Four C's (2003)

In 2001, the federal government passed the No Child Left Behind Act³ which required all public schools receiving federal funding to administer annually a statewide standardized test to all students and required districts to make "Adequate Yearly Progress" This federal entry into defining the success of our students led to the creation of an Accountability Task Force in 2002 to begin the process of defining "success" for ourselves and how it would be measured.

The Task Force identified four categories of "success" indicators, which are **The Four C's: Competency, Character, Culture and Community**. This holistic view of student success views **Competency** (mastery of subject matter curriculum) as the core supported by individual and group **Character** traits that emphasize honesty, integrity, respect, responsible behavior and appropriate social skills, and a personal and collective **Culture** that establishes a nurturing and supportive learning environment. These are bound together by a learning **Community** both inside and outside our schools that support the learning process. The interrelationship is illustrated in the included apple graphic.

This concept of the holistic student meshed well with the District Exit Outcomes outlined in the September, 2003 paper "Accountability for Student Achievement in the Oregon School District". In particular, it affirmed the District's vision of using a standards-based curriculum, which is based on students demonstrating understanding or mastery of knowledge and skills they are expected to learn as they progress through their education.

At the same time our District was grappling with how to respond to these federally-imposed assessment mandates, we were also examining the role of constituent groups within our District, including the Board of Education, administration, leadership teams, teachers, parents and the community, knowing that each has a specific role in our commitment to student success.

In order to tie District decision-making to an accountability system based on data, the Board of Education adopted a framework by Douglas B. Reeves⁴ which established three tiers of indicators.

1. The first tier consists of system-wide data points of success to use to establish District-wide goals. This focuses the role of the Board of Education on setting District-wide goals and enacting policy and budgets in the context of these goals.
2. The second tier consists of individual school-building based indicators linked to the achievement of the system-wide goals. This defines the role of administrators, teachers, staff, parents and the community to work collaboratively within the



context of the school building-based system to establish building level goals consistent with District goals.

3. The third tier consists of school building narratives telling the story behind the data measures. This defines the role of administrators, teachers and staff in collecting, reporting and analyzing data regarding student achievement.

All three tiers would be evaluated and re-assessed each year, consistent with our District's standards-based model of curriculum and assessment, which focuses on continuous improvement.

After each school year, building administrators, teachers and staff would then assemble data they deemed relevant to "The Four Cs," assess that data and determine goals for the upcoming school year to address the data points. This information would then be shared between building staff and the Board to serve as the driver for our District goals and budget formation.

C. "Visioning For the Future" (2007)

In a process of continuous improvement, our District continued to assess the fundamental questions behind the student data the District was collecting and analyzing in order to measure whether graduating students had achieved their educational goals and were prepared for the next step in their journey.

The District's 2007 paper "Visioning for the Future," recognized that the world in which our students were heading was changing at a rapid pace fueled by three factors – globalization, digitization and individualization – and, therefore, the current educational model would need to change as well.

It followed that our District's challenge was to look critically at all aspects of how we educate our learners, including these three areas in particular:

- **Curriculum:** The digital age has allowed students to access information from anywhere. In addition, the state of knowledge has evolved so rapidly that student success is now largely dependent upon having the abilities to think critically and creatively, read and write, problem solve and apply learning.
- **Delivery of Curriculum:** The one-size-fits-all model is no longer relevant in an economy and society which affords the ability to educate individually, with learning as the constant and time as a variable. Therefore, the door opened for an exploration of how our District was delivering our curriculum.
- **Assessment of Student Progress:** Determining whether our graduating students had demonstrated sufficient skills to be successful in the world was a concern, in particular, what those skills are and how we would assess them.

It was with this background and challenge that our District became committed to a path of personalized learning in each of the above mentioned aspects – curriculum, delivery of curriculum and assessment.

Resulting from the 2007 paper, the District Visioning Committee held a community-based two-day summit in 2008, called the 20/20 Visioning Conference. Comprised of people from all District constituencies, the summit focus was discussing how to move our District into a new educational era. Approximately 100 stakeholders reviewed our past, assessed our current practices and dreamed of a new way. The conclusions drawn from the 20/20 Visioning Conference were that the community was committed to a process of change, was willing to move toward the future and expected that the Board would ensure that forward direction. As a result, the Board established a variety of task forces with the charge to evaluate practices, including re-writing the teacher job description, revising our graduation standards and evaluating assessment practices.

Based upon this review process of how our District would educate our students in the rapidly changing world, the District initiated the World Language program (which brought foreign language instruction to the elementary schools) and Online Instruction (curriculum developed internally by our teachers and delivered online to students as part of our standard curriculum).

D. "Initiatives for Student Success: Assessment of Student Achievement" (2010)

While the 2008 visioning process resulted in the implementation of critical components of 21st century learning, our District was still looking to grow and improve in certain initiatives, particularly in the area of assessment practices.

The findings of the 2008 task forces were summarized in a 2010 paper titled "Initiatives for Student Success: Assessment of Student Achievement." Significant among the findings were these:

1. **Grading** – The Grading Task Force confirmed that our District's grading practices were varied, inconsistent between teachers and buildings, and failed to fully incorporate the District Exit Outcomes. The purpose of "grades," as reflected in Board Policy 415, was to provide a format to evaluate student progress, inform the student and parent of educational growth, and provide data for modification of programs, if indicated, for an individual student or group of students. Therefore, the following recommendations were made in regards to District

assessment practices:

- Grading was to be based upon proficiency with respect to curricular standards and behavioral factors would be separately measured;
- Grading rubrics would be developed to ensure consistent, defensible and clear practices that are easily understood and communicated;
- Means would be developed for reporting 21st century skills such as critical thinking skills, creativity and problem solving; and
- Grading practices inconsistent with best practice would be eliminated, including the use of formative assessments in the summative grade and the elimination of zeros for averaging purposes.

Recognizing that training was critical and time was needed to determine implementation steps, our District committed to a staged implementation period to be developed by administration and staff, and also to a professional development program to assist in the transition.

2. **Recognition of Student Achievement** – As a result of Task Force work, the historical practice of recognizing student achievement through a system of ranking, including the designation of Valedictorian and Salutatorian, was also reviewed. While ranking and award practices may have a positive behavioral impact on some students, there is potential for negative impact on many others. Given that best assessment practices reject the use of behavioral components in the assessment of student achievement, our District made a change to no longer rank students by grade point average and to eliminate graduation honors for the top students. Rather, a new system was established to recognize students across a broader achievement spectrum that included, not only competency, but all of "The Four Cs."

3. **Graduation Standards** – The Graduation Task Force was charged with reviewing the graduation standards that were based solely on the attainment of credits measured by time-in-seat (i.e. semester credits) and whether these were consistent with the need to assess students in the context of the new skills necessary for success in today's world.

The Task Force, comprised of Board of Education members, administrators, teachers and parents, focused primarily on whether to remain at the current level of required units for graduation (23) and which units to include in that requirement (in particular whether to include additional math, science and arts requirements). There was also discussion about the creation of Individual Learning Plans (ILPs) and a capstone project, that is, a multifaceted project or assignment that serves as a culminating experience for our graduating students to demonstrate the attainment of District graduation credits.

The Task Force was unable to deliver a final set of recommendations given the diversity of opinions on the topics discussed. In light of this, our District focused the inquiry on creating a path of individualized and personalized instruction and assessment for each student. The Graduation Task Force was then directed to review and finalize recommendations in the following areas:

- Graduation Policy regarding the number of units required for graduation;
- Creation of electronic portfolios for each student, to include data relevant to "The Four Cs";
- Establishment of student-led conferences; and
- Use of ILPs (Independent Learning Plans) to guide students from 8th grade through graduation, including the considerations of a process in freshman year advisory, ILP review in the senior year and the potential for inclusion of a capstone project.

The 2010 paper concluded by emphasizing the speed at which the educational world was changing and that if we as a District did not respond, others would impose change upon us, including the state or federal government or competition from alternative educational models. The paper concluded that the best way to maintain local control of our educational community would be to chart our own course.

E. Current Status (2015-2016)

Since the adoption of the 2010 paper "Initiatives for Student Success: Assessment of Student Achievement," our District has been making positive progress in the identified priority areas of Curriculum, Curriculum Delivery and Assessment of Student Progress.

1. **Curriculum** – The District was ahead of the educational curve in 1992 as we began moving toward a standards-based curriculum. It was not until 2011, however, that the District took the final steps in vertically integrating the K-12 curriculum and then began a coordinated effort in 2012-2015, assisted by the Board's allocation of monies from District Fund Balance, to complete curriculum standards for all classes and subject areas.

Our District now has an integrated, K-12 standards-based curriculum, that is also available on-line through the “Build Your Own Curriculum” software. It incorporates not only substantive subject matter, but also essential elements of 21st century learning, including helping our students learn to think critically and creatively, problem solve, apply their learning and develop global competencies.

For example, a K-12 STEAM Task Force (Science, Technology, Engineering, Creative Arts and Math) was established in 2013. The task force made important strides to align curriculum horizontally across subject areas and establish integrated programming involving all aspects of STEAM.

To increase the global competencies (i.e. investigating the world, weighing perspectives, communicating ideas, taking action and applying expertise) of our students, District educators have continued to infuse learning about the world and how it works into existing subject areas like social studies and art. In addition, our District has developed the K-12 World Language program, created the Global Education class at Oregon High School, and cultivated foreign exchange programs, among other opportunities inside and outside the classroom.

Task forces have also played a significant role in re-designing building spaces as part of our successful 2014 District referendum which authorized the borrowing and expenditures of \$54 million for construction of new facilities as well as the remodeling of current spaces. These “design teams,” comprised of administrators, teachers, staff and parent representatives, were formed to plan the development of their respective buildings.

Inherent in that process was the consideration of developing space needed for the initiatives underway in our District. In particular, space designed and developed for the STEAM work being done at OMS and OHS, and for collaborative spaces for personalized learning. While the new building projects will address some physical barriers to moving forward, we must also work to remove other barriers that impede our path forward.

The vision for our curriculum is to increase opportunities for students to learn based upon their interests and motivations, that is to incorporate inquiry-based learning on a larger scale. In order to move more fully toward this model, our District needs a unified standards-based assessment model as well as graduation standards that recognize and utilize such a model. A standards-based assessment model is critical to ensuring our learners are mastering content standards in addition to the learner empowerment that is inherent in inquiry-based learning.

2. Curriculum Delivery – At the heart of the paradigm changes envisioned by past papers is a focus on student-centered learning; namely, that all students be afforded the opportunity to learn and to chart a path through school within the context of our District’s curriculum and graduation standards, both of which are relevant and meaningful to them and their goals.

a. Personalized Learning – In 2012, the Personalized Learning Task Force was established to explore and begin the implementation of ways in which to personalize learning for each student’s individual needs, abilities and motivations.

The Task Force joined with the CESA1 efforts to incorporate individualized learning into public schools on a systemic basis. Our District has witnessed successes in this initiative, a primary reason being that our educators have been able to organically develop programs, at their own pace and in an area of interest, that are tailored to their teaching subject. This has allowed our educators to feel they are well-prepared for the changes they are bringing to the classroom and our students time to adjust to a new way of learning. A few examples of personalized learning initiatives within our District include:

- Teachers who are using “learning progressions” to accomplish proficiency-based learning. Instead of learners having to all start at the same place, and progress at the same pace, each learner takes the time he or she needs to learn and demonstrate mastery before moving on. Online classes are an example of this, but even in regular classrooms, teachers use formative assessments and dynamic grouping to make sure each learner is in his or her Zone of Proximal Development (ZPD) – the difference between what a learner can do without help and what he or she can do with help. The result is that learners get the time they need to learn before moving on, instead of being “left behind” by the class, and others can learn more quickly, without having to wait for others to catch up.
- Tapping into a learner’s strengths and interests to help motivate them to learn, students have “voice and choice” within a framework in the topics about which they learn, the way they learn it, and the way they demonstrate their learning. For instance, students in Social Studies learn about a specific state or country of their choice. Language arts skills are taught in the context of writing about interesting topics. Learners are given some choice in how

they demonstrate that they understand a concept or can perform a skill. They may write a report, perform a skit, make a video, or create a poster, to name a few.

What we now know about personalized learning is that there is no uniform or correct path applicable to all students. While some students thrive in the freedom provided by inquiry-based learning (being allowed to move through curriculum at their own pace), others thrive in a more structured environment.

As our District continues along our personalized learning journey, questions have arisen in regards to the impact of standardized testing, curriculum, assessment, and school day schedule and calendar on the continued development and expansion of personalized learning. It will be important to assess all of these to see if they create a barrier to personalized learning progress in our District.

Ken Robinson, noted author, speaker and international advisor on education, speaks to the changes needed in education:

“The fact is that given the challenges we face, education doesn’t need to be reformed — it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”⁵

b. School Day and School Year – With recognition that the way our District structures time (school day and school year) has an impact on student learning, Netherwood Knoll Elementary (NKE) staff sought and received Board approval to explore the potential of a “balanced school calendar,” which usually includes a shorter summer break, and longer breaks between sessions during the school year. Some research has shown that a shorter summer break helps reduce the “summer slide” (reversal of some of a student’s previous year gains in achievement). The purpose of the longer mid-year breaks in instruction is to give students time to re-charge and provide mid-year opportunities for teachers to participate in professional development and to plan collaboratively for the next session. After a year of study that included review of models, research and outreach to parents, the NKE task force reported that while they saw educational benefits to a balanced school calendar, the implementation of such in only one building in the District would lead to significant logistical issues for families.

The task force report, along with research data, has led to the question of whether changes to the school day and school calendar should be explored on a District-wide basis. Our District is examining the traditional “school day” and the impact that start times and structure of the school day have on learning, as well as exploring our current school year and whether it should be modified to better serve our students in their learning.

c. Technology – Technology continues to evolve and provide alternative ways to deliver curriculum and improve learning. In 2013, the Board allocated \$600,000 from the District’s Fund Balance to facilitate the expansion of our District’s technology infrastructure to address these needs.

Through these efforts and expenditures, we have become a technologically-capable District, meaning that technological tools are available to staff and students for effective and relevant curriculum delivery. A significant number of staff are now employing “flipped” classrooms or blended learning environments (i.e. using technology to deliver their curriculum), affording educators the opportunity to use class time for tutoring students in groups or individually.

Technology allows teachers to provide deeper feedback to students more quickly than in the past, which gives students the opportunity to revise and improve their learning in a continuous manner. Many teachers use computerized diagnostics and adaptive learning systems to efficiently identify the specific learning needs of each student, and provide the optimal level of challenge and support to keep each student moving at the best pace for him or her.

Technology also enhances communication with families by making it easier for teachers to communicate how students are doing, and letting parents access scores, comments and weekly plans easily online.

Now that the District has become technologically capable and curriculum changes have endorsed the use of technology, the District must be cognizant of and develop solutions to address the challenges that are present for students

who may not have access to the Internet and/or technological devices at home.

3. **Assessment of Student Progress** – Significant strides have been made in the assessment of student achievement. As with curriculum, however, final steps need to be taken to finalize this work.

a. **Grading** – In 2010, the Board adopted a formal Grading Policy which incorporated the best practices recommendations from the 2010 paper **Initiatives for Student Success: Assessment of Student Achievement**. While the direction provided by Board Policy 415 did not garner universal acceptance, it did lead to reflection by administration and staff on the purposes of grades and their role in the educational process. That process of informative and constructive discussion has resulted in significant strides in District-assessment practices that are articulated with standards.

Currently, the District has standards-based grading in place for K-8. Under this system, students are assessed on a scale of 1-4 with respect to the curriculum standards. This system does not use an averaging of points on summative assessments to determine a student's progress on the standards. Instead, teachers examine learner progress over time using multiple data sources to determine learner proficiency on the targeted standard.

The Oregon Middle School utilizes a standards-based assessment (1-4) that they then convert into letter grades. Oregon High School does not utilize standards-based grading, but rather continues to use letter grades, which are primarily determined by averaging scores on summative assessments. This has led to

discussion about the relevancy of awarding zeros for missed work and the need to utilize, at some level, formative assessments in the summative grade. The policy has been changed to allow up to 10 percent of formative work to be factored into a student's summative grade.

Now that the District has an aligned K-12 standards-based curriculum, it naturally flows that assessment of student's mastery of that curriculum be based upon a standards-based model. This would also be consistent with the growth of inquiry-based learning, which affords students the flexibility to learn curricular standards with significant input from them into how that learning is structured.

b. **Graduation Standards** – As indicated, the Board asked the Graduation Task Force to reconvene for purposes of framing a new graduation policy that was consistent with state law and the best practices identified in the 2010 paper. Based on the work of the Graduation Task Force, the Board revised Graduation Policy 411 to retain the use of time-based credits and to increase the number of credits required for math from two to three pursuant to new state law.

In addition, the revised policy also included a requirement that Oregon High School students complete at least 10 hours of community service each school year (40 hours total). Also, the District Exit Outcomes were incorporated into Policy 411 and require that students demonstrate proficiency in a wide variety of areas relevant to success in today's world.

Finally, the revised policy directed that, starting with the class of 2017, proficiency is to be delineated through the use of an Individualized Learning Plan (ILP).

In 2013, the state mandated that each school district provide academic and career planning services to pupils enrolled in grades 6 to 12, beginning in the Fall 2017. This statutory requirement is consistent with the use of ILPs for students to develop relevant and meaningful pathways to graduation and their post-high school life. It is important to note that our District's movement toward such a process pre-dated the passage of this state law and is more encompassing in its scope and objectives.

Lastly, the 2010 paper contemplated the use of capstone projects or some other means by which students would be required to demonstrate that they meet the graduation standards found in Policy 411. While the ILPs would guide and aid in the development of our students throughout high school, assessment of successful plan completion would be subject to some type of culminating process or event. While there has been some research and discussion in our District about incorporating this type of process to assess graduation readiness, our District has not yet formally implemented such a process.

Staff at Oregon High School are in the process of developing a plan to implement this requirement, and the OHS Leadership Team has established this as its highest priority work. The team has established "guiding principles" to meet and exceed the criteria laid out in Policy 411 and in the DPI's

Academic and Career Planning expectations. The team has established a subcommittee to author recommendations for a demonstration/celebration of student learning as a means of addressing the emerging graduation requirements. Under contemplation is a process by which students will have options as to how they demonstrate what they have learned, and staff will be involved in providing support and guidance during this process. In addition, the community will be invited to participate in the process.

Oregon High School will use the 2016-17 school year to build capacity within staff, pilot recommendations with groups of students and then make adjustments in order to fully implement in the fall of 2017.

II. Oregon School District: The Path Forward (2016)

Teaching our students to thrive in this global and hyper-technology world, as described by Friedman and others, is the challenge before us. We must continue to transform our system into one where students not only accumulate knowledge and acquire skills, but also learn to apply their knowledge and skills, form meaningful relationships, and develop the inspiration, motivation, and perseverance to keep learning.

After graduation, our students will enter a dynamic world environment where they will vie with other similarly talented students, no matter whether their path is post-secondary education, the workforce, military or other community service, or technical school. To serve our students, we must evolve as a District. In doing so, we first need to understand the new context of our world, and its profound impact on the education and preparation of our students. Relevant for our consideration include the following:

- Our community is becoming increasingly diverse. The District, in partnership with our families and the community, must work to address bias, ensure access and provide opportunities for success for all students.
- Learning and achievement, at any age, are more apt to occur when learning opportunities reflect the interests and motivations of learners.
- Information is ubiquitous and easily obtained, thus the role of education is to help our students learn how to find, analyze and apply knowledge, rather than simply learn content. Learning how to be astute consumers of information and users of technology will serve our students well.
- There is a balance between technology and personal interaction. Technological tools enhance our ability to personalize learning; they do not diminish the importance of educators, but rather reinforce the significant role of educators as mentors, coaches and facilitators of learning.
- Building positive relationships between students and educators is an important factor in the development of the holistic learner.
- The changing landscape of our ecological world has a profound impact on our lives. It is essential to prepare our students to learn about the world, how it works and understand the challenges and opportunities before us.
- The increasingly complex world requires that our students participate in and lead group activities involving a wide variety of people. We can provide them with such opportunities and experiences through co-curricular activities and larger community experiences involving service projects, internships and employment.
- Public school funding challenges continue to strain our ability to adequately meet the needs of our students and educators.

A. Visioning and "What We Value"

In light of this larger context and the challenges ahead, the Board's Visioning Committee began, in May 2015, to assess the status and progression of District initiatives that had been outlined in previous papers. As a result of recognizing that each of the initiatives were at varying points of implementation, the Committee recommended and the Board agreed that the best next step was a District-wide visioning conference.

Approximately 135 District residents and staff came together to participate in a two-day conference focused on the path forward for our District. Conference participants reviewed priorities from the 20/20 Visioning Conference that was held in 2008 and then spent significant time exploring what they personally valued in education. This included small group work, listening to a student panel share what they felt was significant in their learning experiences, and prioritization exercises to identify values and initiatives that were important to us, collectively, as a District.

As the Visioning Committee and the Administrative team reviewed the data and feedback from this conference, several things became clear. First, there was strong consensus that our District has been on the right path over the last 25 years. Second, there was energy and excitement among the participants about the opportunity to continue to evolve our District and the necessity to do so. Lastly, this community has a strong belief that education in the District should be grounded in and based upon a set of core values.

The Visioning Committee then spent significant time identifying a set of values and exploring them in the context of the path we have been on. What became evident was that the values identified at the conference could be expressed as a set of five interrelated pillars, which would form the foundation for a successful school district. Significantly, the values expressed by those pillars were consistent with the initiatives in process or under consideration in our District. Recognizing this, the following are the values which will guide us into the future and the means by which we will ensure our District is anchored in them.

- 1. Whole Child Emphasis** – Our District’s long-standing emphasis on ensuring each child is healthy, safe, engaged, supported and challenged is reaffirmed. “The Four C’s” remain our measures of success. An Oregon School District education will continue to encompass all subjects as academic for a well-rounded education. The school day and co-curricular activities can offer numerous opportunities for students to exercise autonomy and grow. District support for our students’ mental health and emotional well-being will continue to be emphasized.
- 2. Equity For All Students** – All learners should receive an educational experience that helps them reach their full potential, regardless of family income, language, background, personal characteristics and ability. As a District, we must identify and address implicit personal and institutional bias which may exist within our learning environment to help ensure that our learners have what they need to develop their potential. Our learning community is viewed as stronger for its greater diversity and prepares our students to live and work in a more diverse world.
- 3. Relevant and Empowering Learning Experiences Inside and Outside the Classroom** – Our District is learner-centered, focusing on the abilities, interests and goals of each individual. Students benefit from meaningful learning experiences that occur both inside and outside the classroom. Learning will not necessarily be constrained by grade or age. An Individual Learning Plan will identify the path for each child to be successful and every classroom will offer personalized instruction to ensure that path is open. Changes to the school schedule, day and year may be needed to support this vision for learning. Learning is not limited to students, but also includes educators, staff, families and the community.
- 4. Caring and Professional Educators** – Skilled, motivating educators are critical to student success, and meaningful educator/ student relationships have a significant positive impact. Educators are committed to advancing in their profession by demonstrating competence and engaging in a plan of continual learning. Educators find meaning and value in their work, and the District is committed to retaining, attracting and developing its educators.
- 5. Strong Family and Community Partnerships** – Community members are viewed as essential partners in the effort to educate our students, and are also participants in the life-long quest for learning. Our District will effectively communicate with families and the community to strengthen our partnerships. The community will participate in community education classes, serve as mentors and tutors in our schools, and use school facilities. Through community service activities and work/ internship opportunities, our students will both give to and receive from the larger community.

This graphic expresses not only these core values, but also illustrates their interlocking nature. The vision is incomplete without all five.

B. Growth and Achievement for All Learners

Working from the values, the Board of Education, Administrative Team, Building Leadership Teams, the Oregon Education Association, and a representative group of Visioning Conference participants, all engaged in a collaborative process to develop a framework to serve as the roadmap for our District’s path forward. This collective commitment to move into a new paradigm for education in our District has resulted in a strategic document entitled “Growth and Achievement for All Learners,” which represents an expanded version of the values and the associated practices which drive their attainment (Appendix A).

This document was approved and adopted by the Board in March of 2016, with the intent that the values would serve as the cornerstone, and that the corresponding principles, programs and practices would constitute our District’s strategic plan. In addition to further illustrating the values inherent in our District’s educational culture, this plan recognizes that the new learning paradigm is based upon the principle that District learners will travel different paths, so each individual must be given the autonomy to determine their path and how to traverse it. Inherently, this will require a great deal of flexibility and adaptability in the implementation of programs and



practices in order to attain the educational values set forth in our strategic plan.

Our District administrators and Building Leadership Teams will spearhead the implementation of the strategic plan and report annually to the Board of Education on steps taken to realize “Growth and Achievement for All Learners” and the vision articulated in this paper. The Board of Education’s role will be to monitor and ensure progress toward the values and vision embraced by the community for our District. Our desire is that the community will not only be supportive of our initiatives, but will also play an important role in their implementation, truly making this a collaborative effort to create the best learning environment for the students of the Oregon School District.

III. Conclusion

This reflection of public education in the Oregon School District spanning the last 25 years shows that we have been deliberate in renewing our commitment to continuous improvement. We are significantly different in form, size and shape than we were more than two decades ago, and we are aware that the pace of change in this world is, if anything, increasing.

What our reflection has also shown is that our District, at its core, has a mission and a set of values that will guide us along this path. The Oregon School District Mission Statement, adopted 25 years ago, remains relevant and calls us to provide to all students a meaningful education that is designed to help each individual reach their potential. We will deliver on this commitment to our students through the development of plans and the implementation of programs and practices that are consistent with the Values developed collaboratively through our visioning process. These values will serve as guideposts going forward and are not only consistent with our journey to date, but also will provide us the flexibility needed in a world of rapid change and individual learning. The Four C’s will serve to measure whether we have been successful in nurturing the diversity of our students and promoting their growth into adulthood as engaged, healthy, curious, thoughtful and productive individuals who will meet the challenges they face in building rewarding lives.

The path is before us.

Dr. Leslie Bergstrom

Oregon School District Superintendent

Board of Education:

Steve Zach (President), Tim LeBrun (Vice President), Troy Pankratz (Treasurer), Krista Flanagan (Clerk), Kevin Mehring, Ahna Bizak, Heather Garrison

Approved by the Oregon School District Board of Education on September 12, 2016.

TRANSPORTATION INFORMATION

- Bus routes are listed on the Oregon School District website at www.oregonsd.org; also available at district wide registration and posted in the school buildings.
- A form concerning your child’s pick up/drop off location for childcare needs to be

Paper Endnotes

1. Friedman, Thomas. “You Break It, You Own It,” *The New York Times*, June 29, 2016
2. “Oregon School District: Rural and Village Schools, from 1846-1998, From Immigrant to Internet,” Oregon Area Historical Society (1998).
3. No Child Left Behind (NCLB) Act of 2001, 20 U.S.C.A §6301 et seq. (West 2003).
4. Reeves, Douglas B. *Accountability for Learning: How Teachers and School Leaders Can take Charge*. Center for Performance Assessment (2004).
5. Robinson, Ken. *The Element: How Finding Your Passion Changes Everything* (2009).

completed every year; please stop at your child’s school and complete this form by August 26th or, complete form at District-Wide Registration.

- Transportation from Brooklyn Elementary School to four childcare providers in Oregon who are licensed to serve 30 or more students will be provided; the providers are After School Clubs, LaPetite, Little Folks Growing Center, and Oregon Daycare, Inc.
- Extra riders on buses are allowed only in the case of an emergency.
- Full day kindergarten students ride regular AM and PM K-4 buses.
- Contacts will be made with parents/guardians of special education and early childhood students.
- Bus routes are subject to change; you will be notified if your route time is changed by more than 5 minutes.

Pupil Transportation

751.02.1 The District shall provide free transportation for all pupils in grades K-8 who live more than one-half mile from their school and for all 9-12 students who live over two miles from the high school. Mileage distances for pupil transportation eligibility will be measured by using vehicle odometer readings over the shortest route between school and home or by ~~use~~

of a measuring wheel if there is a dispute as to the distance.

- If your address falls outside of the two mile eligibility area, there is an option which is available to you. Based on limited bus stop access and available seating, a fee of \$100 per child has been established to help you with your needs. This fee is a flat rate and covers the full school year.
- The complete transportation policy may be found in the second section of this book and on the Oregon School District website; look for policy #751.

Following you will find Oregon Board of Education annual notices and policies. Please note that policies are dynamic and are revised regularly. At the time of printing some of the policies you find on these pages were in the process of revision and may now have changed.

ANNUAL NOTICES AND STUDENT POLICIES

policies, to help students meet the requirements for promotion to the next grade level.

416.03 – Academic assistance programs will include provisions for appropriate correctives, extensions, enrichments, and/or acceleration plans that may be deemed necessary to meet the individual student's learning needs.

416.04 – Recommendations for academic assistance outside of the regular classroom, promotion, or retention will be initiated by the classroom teacher or parent and with the agreement of the building principal. Where appropriate, input will also be received from educational specialists employed by the Oregon School District.

416.05 – Academic Assistance

- **416.05.1:** Each school in the District will have an academic assistance program to help students attain and demonstrate learning proficiency. Although implementation may vary from one school to another, all academic assistance programs will include provision for correctives, extensions/or enrichments, and acceleration plans appropriate to the students' learning needs.
- **416.05.2:** Specific examples of programs currently in place include:
 1. Special Education programming for students who qualify for these services, as determined by state and federal guidelines. Services are delivered through an Individualized Education Plan (IEP). (Reference: Oregon School District Special Education Policy Document, Section V and P.1. 11.05, 1-6)
 2. Advanced Learner curriculum modifications which include regular classroom personalized learning, special group programming beyond the regular classroom, and individualized services (Reference: the Board Policy Handbook, Section 815)
 3. Acceleration to a higher grade or course for all, or a portion, of the student's school day (Reference: Board Policy Handbook, Section 334)
 4. Additional assistance may be provided at scheduled times for additional opportunities to learn and demonstrate academic proficiency within the regular school day to meet the student's personalized needs. (Reference: Board of Education Position Paper, Commitment to Continuous Improvement, revised November, 1996).
 5. Extended time beyond the regular school week or school year when most other students are not in school. (This variation of academic assistance may include summer school, Saturday morning or after school tutoring by a teacher or a trained volunteer.)
 6. Other personalized programming to augment the individual student's classroom learning and instructional experiences. This might include but not be limited to participation in such programs as At-Risk, Section 504, Reading Plus/Reading Resource programs, math interventions, etc.
- **416.05.3:** At the conclusion of the regular school year, students in grades K through 6 who have not demonstrated satisfactory proficiency in mathematics and language arts and students in grades 7-8 who have not demonstrated satisfactory proficiency in mathematics, language arts, science and/or social studies will be recommended for enrollment in one or more summer school classes based on areas of deficiencies. Summer School will be available to students who may require or benefit from additional instruction and assistance as determined by administration to address identified learning needs. Summer Extended School Year (ESY) services will continue to be offered to students whose IEP identifies the need for such services.
- **416.05.4:** Summer School classes will focus on encouraging and helping students to successfully demonstrate specific learning proficiencies needed for promotion to the next grade level. Student proficiencies will be re-assessed upon completing participation in summer school and a recommendation for promotion or retention at the present grade level will be made, based on policies and administrative guidelines adopted by the Board.

416.06 – Promotion

- **416.06.1:** Promotion to the next grade level will be based on the successful completion of required academic work and/or a demonstration of satisfactory proficiency in each of the relevant academic areas. Promotion of students with disabilities shall be based on satisfactory completion of goals set forth in each student's Individual Educational Plan.

For the most up-to-date and complete policies please visit the Oregon School District website at www.oregonsd.org. You will also find administrative guidelines and procedures to support the policies on this website.

416: ACADEMIC ASSISTANCE, PROMOTION AND RETENTION

416.01 – Promotion or retention of all students will be determined in accordance with policies and administrative rules adopted by the Board of Education.

416.02 – The teaching staff and administration in each school building are responsible for developing and implementing an academic assistance program, consistent with Board

- **416.06.2:** The District considers three major components in determining when a student will be promoted from 4th to 5th grade or from 8th to 9th grade. The components include the student's performance on locally developed assessments; the student's scores on MAP (Measures of Academic Progress assessment) for 4th and 8th grade, Explore for 8th grade, and/or the Smarter Balanced Assessment for 4th and 8th grade; and the Building Committee recommendation. This policy is applied sequentially, such that when a student meets the requirements of a step, they qualify for grade promotion without applying subsequent steps.
 - Step 1 – Locally developed assessments
 - Students' demonstrated proficiency on Board approved curricular assessments will be used to determine if grade promotion is appropriate. Students in fourth grade must have achieved a 3 or better (proficient) in fourth grade Language Arts, Math, Science and Social Studies. Students in eighth grade must have achieved a 3 or better (proficient) in eighth grade Language Arts, Math, Science, and Social Studies.
 - Step 2 – Student's scores on MAP (Measures of Academic Progress assessment) for 4th and 8th grade, Explore for 8th grade, and/or the Smarter Balanced Assessment for 4th and 8th grade.
 - If a student does not qualify for promotion, as defined in Step 1, his/her performance on MAP Measures of Academic Progress assessment) for 4th and 8th grade, Explore for 8th grade, and/or the Smarter Balanced Assessment for 4th and 8th grade will be used to determine if grade promotion is appropriate. If a student receives a proficient or higher score on all four subject areas, Language Arts, Math, Science and Social Studies, he/she will be promoted to the next grade level. Students with Special Education needs and/or students with Limited English Proficiency, as defined by state and federal laws, may be exempt from certain assessments. In these cases, school officials will use the state's alternate assessments to determine whether or not these individual students have shown proficiency in meeting the state standards and are eligible for promotion.
 - Step 3 – Building Committee Recommendation
 - If a student does not qualify for promotion as defined in Steps 1 and 2 above, a committee chaired by the building administrator and made up of the parent(s), student and at least three school or district personnel familiar with the student's work and licensed by the State of Wisconsin Department of Public Instruction, will review the reasons why the student is being considered for non-promotion, available options for the student to develop proficiency in areas of deficiency prior to the beginning of the following school year, and specific examples illustrating the student's potential for success at the next level. Parent and student input, as available, must be considered in this discussion.

All appeals are to be made to the Superintendent and/or designee. Further appeals to the Board can be based solely on procedural concerns and, if upheld, must result in a repeat of the process outlined in step three. On non-procedural issues the decision of the Superintendent or his/her designee is final.

416.07 – Retention

- **416.07.1:** Appropriate academic assistance strategies must have been offered before retention will be considered. Retention of any student at grade level or partial retention (i.e. retention in one or two subject areas) will be based on serious verifiable deficiencies in demonstrated academic achievement in the current school year.
- **416.07.2:** The Oregon School District regards retention of students at grade level a very serious decision and it may be recommended only when remedial efforts have been refused or unsuccessful.
- **416.07.3:** Any consideration for retention should begin after the January grading period. Classroom teachers will make any recommendation for retention to the building administrator. The recommendation must be supported by appropriate documentation based on current student data, partially or fully, is made to the principal by the classroom teacher(s). If the recommendation to retain a student is supported by appropriate

documentation verifying the student's serious academic deficiencies, the building administrator and teacher(s) will consult with other educators as needed to consider relevant developmental factors. All reasonable efforts will be made to include parents/guardians in consideration of the recommendation and possible options. Parent(s) and the student (when developmentally appropriate) input, as available, must be considered in this discussion. However, the ultimate decision regarding retention of a student rests with the building administrator and teachers.

All appeals are to be made to the Superintendent and/or designee. Further appeals to the Board must be based solely on procedural concerns and, if upheld, must result in a repeat of the process outlined in step three.

On non-procedural issues the decision of the Superintendent or his/her designee is final.

Legal Reference: Wisconsin State Statutes 118.30

Adoption Date: 2/9/1998 ; Revised: 7/24/2000, 7/14/2003, 2/25/2013

443: ACADEMIC HONESTY

443.01 – All schoolwork submitted for the purpose of meeting course requirements must solely represent the efforts of the individual student. Any form of academic dishonesty is prohibited. A student engages in academic dishonesty when the student(s) submits academic product that contains material or information derived from other sources that are not acknowledged in the academic product.

443.02 – Faculty and building administrators are responsible for monitoring student academic product, detecting academic dishonesty, and administering penalties.

443.03 – When a teacher learns that a student has committed a form of academic dishonesty, the teacher shall contact the parents or guardian of the minor student and the building administrator to notify them of the incident.

443.04 – Penalties for academic dishonesty shall be assessed by the teacher, under the direction and advice of the building administrator, and may include the following actions:

- **443.04.1:** Loss of Responsibility Pass privileges
- **443.04.2:** Designation of an "F", zero, or no credit on the academic product that was involved in the academic dishonesty
- **443.04.3:** Exclusion from the National Honor Society
- **443.04.4:** Loss of co-curricular privileges
- **443.04.5:** Redo the academic product.

443.05 – The student or the parent/guardian may appeal the penalty to the Superintendent. If there is an appeal, the Superintendent shall meet with the teacher and building administrator and the student/guardian about the incident and the penalty.

Adopted: 9/23/2002

446: ACTIONS AFFECTING FAMILY CUSTODY/ PLACEMENT

446.01 – It is important for the District to have the information necessary to make appropriate decisions regarding the child's school programs and parents/guardians involvement with the schools, particularly where the parents/guardians have experienced custody or placement issues. The parents/guardians shall provide the school administrator with court-related documents that provide information on residency, legal custody, physical placement arrangements, educational decision-making authority and other matters relevant to the District so that the District may abide by those decisions.

446.02 – The District will maintain strict neutrality between parents/guardians who are involved in an action affecting the family, unless otherwise directed by a court order, parenting plan, subpoena or other court document.

446.03 – The parents/guardians may view their child's school records, receive school progress reports and school mailings, attend parent/teacher conferences and visit their child at school and remove their child from school grounds unless the parent/guardian has been denied periods of physical placement with the child or a court order, parenting plan, other court document or law provides otherwise.

446.04 – Parents/Guardians who share legal custody may make educational decisions for their child. The District shall require the agreement of all parties who share legal custody to move a student to a different school within the District except as otherwise provided by a court order, parenting plan, other court document or the law.

446.05 – The District shall not agree to allow a parent/guardian to remove a child from school grounds if the school has received a copy of the court order, parenting plan, or other court documents indication that the parent/guardian has been denied physical placement with the child.

446.06 – Any person who is prohibited from having contact with a student of the District under a court order is prohibited from entering onto school grounds or into school buildings where the student/child may be present.

Legal References: Wis. Stat. 118.125(2)m;767.41

Adopted: 11/26/2013

321: ADMISSION AND PLACEMENT OF TRANSFER STUDENTS

321.01 – A parent or guardian of a student, or an adult student, who wishes to enroll in the Oregon School District must complete official registration forms prior to assignment by the principal to a grade or schedule of classes.

321.02 – Students transferring into the District from public, private, and parochial schools, alternative educational programs, or home-based educational programs shall provide official transcripts or other records to show evidence of their level of academic achievement, grades or subjects successfully completed, credits earned, and results of standardized testing. Students who have been in attendance in a home-based private educational program shall also provide the following documentation of the home-based program:

- **321.02.1:** A copy of the home-based educational program form (Wisconsin DPI form PI-1206);
- **321.02.2:** A copy of the school calendar that verifies that each school term of home-based education instruction consisted of a minimum of 875 hours;
- **321.02.3:** Copies of the sequential curriculum plan that was taught in the six subject areas mandated by law; and
- **321.02.4:** Records of student performance for each course taken.

321.03 – The building principal or his/her designee will determine the grade and/or program placement for all students entering or re-entering the school system. The building principal or designee may refuse to accept the previous grade placement or credit status of students transferring from any public, private or parochial school, any alternative educational program, or any home-based educational program.

321.04 – The principal or designee may require that placement testing, evaluation, and/or other appropriate case review be completed for any transfer student to ensure that students are placed at a level commensurate with their ability and where the best opportunity for successful learning can occur. When the evaluation or review cannot be completed prior to the student's entry into school, the student may be placed in the student's chronological age grade on a temporary basis, pending completion of the evaluation/review.

321.05 – Once a placement decision has been made, the student will be subject to a 30 day probationary period to evaluate whether the placement is appropriate. During the probationary period, the educational placement may be modified by the administrator or designee.

321.06 – Educational placements of students with exceptional education needs shall be made in accordance with Chapter 115, Subchapter V of the Wisconsin Statutes and PI 11 of the Wisconsin Administrative Code.

321.07 – Placement decisions may be appealed to the Superintendent.

Legal Reference: Wi. State Statutes 115.28(8)

Adopted: 12/8/2003; Revised: 7/23/2007

Admission and Placement of Transfer Students Administrative Guidelines for Policy

1. Elementary, Intermediate and Middle Schools (K-8)

Transfer students will generally be accepted at the grade level-in place at the time of the transfer.

To ensure that the student is placed at a level commensurate with his/her ability, the building principal or his/her designee may, in determining the appropriate grade placement:

- 1) Confer with the parent(s), guardian(s) regarding the student's academic progress, coursework completed and special needs.
- 2) Require placement testing, evaluation or other appropriate case review;
- 3) Consider the student's chronological age, maturity level, mental age, social and emotional adjustment and academic progress; and
- 4) Consult with the school counselor, psychologist, reading teacher, classroom teacher and/or other appropriate personnel;

2. High School (9-12) Transfer/Home School

1) When a student transfers from an accredited school and provides the appropriate academic records, the building administrator or designee will evaluate the record and determine the number of required and elective credits the student will receive. The decision will be based on an evaluation of course descriptions, content, credit value and G.P.A. as compared to Oregon High School courses.

2) When a student transfers from a non-accredited institution, homeschooling or alternative program, the building administrator or designee will require the student to provide documentation detailing the course curriculum and the student's performance in each course in order to determine the number of elective and required credits the student will receive. This decision will be based on a comparison of the information provided and Oregon High School courses. The building administrator or designee will determine the G.P.A. value based on the documentation provided. Credits may be granted without attributing a G.P.A. value.

315: ADMISSION TO EARLY CHILDHOOD, KINDERGARTEN AND FIRST GRADE

Admission to Early Childhood programs, 4K and 5K Kindergarten and First Grade shall be according to the following criteria:

315.01 – Early Childhood Handicapped and/or Speech/Language Therapy Program

- 315.01.1: The District shall evaluate a child three years of age or older referred by a parent, physician, teacher or other health professional. If the child is found to have a disability by the individualized education program team, the Special Education Director shall offer the appropriate placement.
- 315.01.2: A child served in an early intervention program may be referred, evaluated and offered placement after age two and one-half years where appropriate, or in accordance with a Dane County Human Services agreement. A birth certificate is required at the time of placement.

315.02 – Four Year Old Kindergarten

- 315.02.1: A child must be four years old on or before September 1 of the year enrolled to be eligible for four year old kindergarten. A birth certificate is required at the time of enrollment.
- 315.02.2: Children who have turned five (5) on or before September 1st and have not attended a 4K/pre-kindergarten program in the past may be enrolled in four-year old kindergarten. Information will be provided to families addressing the advantages and disadvantages of students being in school with their same-age peers.
- 315.02.3: Children attend four-year old kindergarten for one year only, the year immediately prior to kindergarten. Repeating four year old kindergarten is not a routine practice. This practice will only be considered on a case by case basis and when initiated by district/four-year-old kindergarten staff utilizing available data from the current program.

315.03 – Kindergarten

- 315.03.1: A child must be five years old on or before September 1 of the year enrolled to be eligible for five year old Kindergarten. A birth certificate is required at the time of enrollment.

315.04 – First Grade

- 315.04.1: A child must be six years old on or before September 1 of the year enrolled, or have successfully completed kindergarten to be eligible for First Grade. A birth certificate is required at the time of enrollment.

Adoption Date: 10/26/1998; Revised: 7/24/2000, 12/11/2000, 6/11/2001, 6/24/2002, 10/27/2003, 11/13/2006, 2/28/2011, 2/13/2012, 2/11/2013

164: ANTI-HATE SPEECH

164.01 – Our District has a proud tradition of deliberate reflection on how we educate our students, the opportunities we offer to learners of all ages, and what a meaningful education looks, sounds and feels like. Our learning environment must embody the Board's educational mission and values, including being safe, positive, welcoming, inclusive and respectful of others.

All learners should receive an educational experience that helps them reach their full potential, regardless of family income, language, background, personal characteristics and ability. As a District, we must identify and address implicit personal and institutional bias which exists within our learning environment to help ensure that our learners have what they need to develop their potential. Our learning community is viewed as stronger for its greater diversity and prepares our students to live and work in a more diverse world. The District will provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds and school buses, and at school-sponsored activities. Hate speech has a harmful social, physical, psychological and academic impact on our school community. The District will not tolerate any form of hate speech, and will consistently and vigorously seek to eliminate it. All students, administrators, teachers and staff share responsibility for our learning environment. The District expects that school staff will immediately intervene when observing any issues contrary to this policy, and promptly report any potential violations of this policy to a school administrator so that it can be properly addressed through appropriate educational and/or disciplinary actions.

- 164.01.1: Hate speech is any form of communication that attacks, threatens, degrades or insults a person or group based on their race, color, national origin, ancestry, creed, age, gender, disability, sexual orientation, gender variance or any other group protected by Board Policy 157; It includes, but is not limited to:
 1. Language, gestures or other actions such using racial slurs;
 2. Displaying, writing, or wearing items; or
 3. Communications on social media or other technology.
- 164.01.2: Hate speech does not include educational materials or lessons that are used by the District or its staff in good faith.
- 164.01.3: No student shall engage in hate speech while on school property, at a school

sponsored event, or while under supervision of a school authority that endangers the property, health or safety of others, that causes a substantial disruption to the educational environment, or that collides with the rights of others.

- 164.01.4: No student shall engage in hate speech while not on school property, or not under the supervision of a school authority, that endangers the property, health or safety of others at school, that causes a substantial disruption to the educational environment or that collides with the rights of others.
- 164.01.5: No employee shall engage in hate speech while engaged in the performance of their job duties, while representing the District in an official capacity or while off-duty that causes a substantial disruption to the educational environment and/or impairs the employee's ability to perform their job duties effectively.
- 164.02 – Retaliation against a victim, good faith reporter, or a witness of hate speech is prohibited. Any District employee or student who engages in retaliation shall be subject to discipline for that act in accordance with District policies and building procedures, up to and including recommendation for expulsion or termination.
- 164.03 – Any person violating this policy will be subject to disciplinary action as permitted by and consistent with applicable federal and state laws and regulations, the Employee Handbook, the applicable Student Handbook, the Co-curricular Handbook and/or other Board policies. If a violation of this policy is not found, the behavior may still be subject to other District policies, handbooks or procedures such as Policy 157 (Anti-Harassment/ Non-Discrimination) or 163 (Bullying)
- 164.04 – Anyone having knowledge of an action which they believe violates the above policy should report the incident as specified in the Administrative Guidelines for this policy.

Adoption Date: 6/15/2020

157: ANTI-HARASSMENT/NON-DISCRIMINATION

157.01 – It shall be the Oregon School District's policy to comply with all applicable federal and state laws and regulations which prohibit discrimination in its operations, including the following principles:

- 157.01.1: The District shall not discriminate in its educational programs, activities or services (including those set forth in 157.02, below); and
- 157.01.2: The District shall not discriminate with respect to its employment and personnel operations, including the hiring, assignment, promotion, transfer, layoff, termination and reinstatement decisions.
- 157.01.3: The District, its employees and students shall not engage in harassment of any type. It is the Board's intent to prohibit all forms of harassment and bullying. Harassment and bullying undermine productivity in the educational process and has no place in our District.
- 157.01.4: Retaliation against an employee or student who has made a complaint, made an allegation or testified with respect to discrimination outlined in this policy is prohibited.
- 157.01.5: Federal law prohibits discrimination with respect to religion, race, color, national origin, sex, age and handicap. State law prohibits discrimination also with respect to ancestry, color, physical, mental, emotional or learning disability, pregnancy, marital or parental status, sexual orientation, arrest or conviction record and military service. In addition, the Board prohibits discrimination or harassment based on transgender status including gender expression, gender identity and gender non-conformity.

157.02 – All students shall have equal opportunity to participate in and benefit from all curricular, co-curricular, pupil services, recreational or other programs provided by the District, including the following areas:

- 157.02.1: Admission or enrollment into any school, class, program, activity or course;
- 157.02.2: Standards and rules of behavior, including pupil harassment;
- 157.02.3: Disciplinary actions;
- 157.02.4: Acceptance and administration of gifts, bequests, scholarships or other aids, benefits or services to pupils from private agencies, organizations or persons;
- 157.02.5: Methods, practice and materials used for testing, evaluation, counseling pupils;
- 157.02.6: Facilities;
- 157.02.7: School sponsored food services programs;
- 157.02.8: Instructional, library and media materials;
- 157.02.9: Graduation requirements; and
- 157.02.10: Opportunities for participation in athletic programs or activities.

157.03 – Equal pay shall be given for the performance of jobs requiring equal skills, effort and responsibility giving consideration to years of service and applicable collective bargaining agreements.

157.04 – This policy is meant to be a recitation of applicable federal and state regulations and

laws for the purposes of informing individuals of and administering the policy. To the extent the above policy summary is inconsistent with or an incomplete recitation of federal or state law, the latter controls with respect to any complaints filed against the District with respect to these laws.

157.05 – Certain individuals within the District are designated as contacts with respect to this policy. They are:

■ *Section 118.13/Section 504 Coordinator*

Candace Weidensee
District Services Office
123 East Grove Street
Oregon, WI 53575
608-835-4004

■ *Title IX/Title VI Coordinator*

Jina Jonen
District Services Office
123 East Grove Street
Oregon, WI 53575
608-835-4015

For other complaints inform:

■ *Leslie Bergstrom, Superintendent*

District Services Office
123 East Grove Street
Oregon, WI 53575

608-835-4000 (who will designate a contact)

157.06 – The District administration shall establish an informal and a formal complaint procedure to handle complaints of a violation of the above policy or federal or state law. In addition to, or instead of filing a complaint through this policy, a person may choose to exercise other options, including the filing of a complaint with outside agencies or filing a private lawsuit.

157.07 – Any person who has a question pertaining to this policy or who wants to be informed of the procedures for handling complaints should contact the appropriate individual listed in section 157.05. If for any reason the person believes it inappropriate to discuss the matter with the person identified in section 157.05, the person may contact any of the other individuals listed in section 157.05.

157.08 – Anyone having knowledge of an action which he/she believes violates the above policy or federal or state law should promptly report the incident to the appropriate contact listed in section 157.05. Any complaint will be kept confidential to the extent that confidentiality is consistent with the District's obligation and commitment to investigate, and every effort will be made, consistent with the rights of the parties under any collective bargaining agreement and applicable law, to preserve confidentiality of all affected parties during the course of the investigation. The complaint shall be investigated. The administration shall develop investigative procedures to govern the handling of investigations, including who should perform the investigation, the time frames within which it shall be completed and steps for appeal.

157.09 – Any person violating this policy will be subject to disciplinary action as permitted by and consistent with applicable federal and state laws and regulations, the Employee Handbook, the applicable Student Handbook, the Co-curricular Handbook and/or other Board policies.

157.10 – The District shall provide notice of this policy to all employees, students and parents/guardians of students.

157.11 – Anti-Harassment / Non-Discrimination

Administrative Guidelines

● **157.11.1: The Standard** - The Oregon School District is committed to providing all students with a safe and supportive school environment. These guidelines are intended to enforce Board policy and to establish procedures to assist in establishing a school community in which members treat each other with mutual respect.

○ Harassment in any form will not be tolerated in the Oregon School system. The following definitions are for the purposes of these guidelines. Some of the behaviors may not be unlawful, but are examples of acts that will not be tolerated. These definitions are not all encompassing but are meant to serve as examples.

● **157.11.2:** School community includes, but is not limited to, all students, school employees, contractors, volunteers and parents and other visitors on school grounds or participating in school-sponsored events.

○ **School employee** includes, but is not limited to, all teachers, support staff, administrators, custodians, cafeteria workers, coaches, school board members and agents of the school.

○ **Harassment** means unwelcome verbal or physical conduct based on a person's actual or perceived sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning

disability and which:

1. has the purpose or effect of substantially interfering with a person's educational or work performance;
2. has the purpose or effect of creating an intimidating, hostile or offensive environment;
3. submission to that conduct is made either explicitly or implicitly a term or condition of a student's education or an employee's continued employment; or
4. submission to or rejection of such conduct by a student or a staff member is used as a component of the basis for decisions affecting that student or employee.

Harassment can include any unwelcome verbal, written or physical conduct that offends, denigrates or belittles any individual because of any of the characteristics described above. Such conduct includes but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

○ **Sexual Harassment:** can include, for example, unwelcome verbal, written or physical conduct, directed at or related to a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging or restraining someone's movement in a sexual way. This definition applies to behaviors between people of the same or different genders.

○ **Racial and Color Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color. Examples include but are not limited to nicknames emphasizing stereotypes, racial slurs, and comments on manner of speaking and negative references to racial customs.

■ **Religious/Creed Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed. These may include but are not limited to derogatory comments regarding surnames, religious tradition or religious clothing or religious slurs or graffiti.

■ **National Origin/Ancestry Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin. This may include negative comments regarding surnames, manner of speaking, customs language or ethnic slurs.

■ **Marital/Parental/Pregnancy Status Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status. This may include comments regarding pregnancy or being an unwed mother or father.

■ **Sexual Orientation Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's actual or perceived sexual orientation. This may include name-calling and imitating mannerisms.

■ **Disability Harassment:** can include unwelcome verbal, written or physical conduct based on a person's disabling mental, physical or emotional condition or learning disability. It includes but is not limited to any imitating manner of speech or movement or interference with necessary equipment.

■ **Physical Characteristics Harassment:** can include unwelcome verbal, written or physical conduct directed at the characteristics of a person's physical characteristics (e.g. weight, size, height, features or other physical differences). This may include but is not limited to nicknames, derogatory comments, negative name calling and imitating mannerisms.

■ **Retaliation:** occurs when any member of the school community acts to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. A person may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of the policy. Retaliatory acts include but are not limited to any form of intimidating, reprisal or harassment as defined above. Retaliatory acts will be redressed through the same reporting, investigating and enforcement procedures as other harassment.

■ **False reports:** occur when an individual knowingly makes a false report of harassment. This action is considered a violation of policy and the District may take action against the individual. False report does not include a complaint that could not be corroborated or which did not rise to the level of harassment.

● **157.11.3: Procedures for Resolution of Discrimination or Harassment Complaints** - Any school employee or member of the school community ("complainant") who believes he or she has been discriminated against or harassed may:

1. Seek resolution informally;
2. Seek resolution formally; or
3. Proceed in any other manner available under applicable law

Prior to the time a formal or informal complaint has been filed, the appropriate

Coordinator may meet with any complainant who believes he/she has been discriminated against for the purpose of explaining this policy and procedure and providing information that is in the District's possession that the person is legally entitled to receive.

- **Informal Procedure for Harassment:** It may be possible to resolve a complaint through a voluntary conversation between the complainant and the person against whom the complaint exists that is facilitated by the person who has supervision over the activity in which the complaint arises or, if either party is not agreeable to that person, a person designated by the building principal ("the facilitator"). If the complainant is a student under the age of 18, the facilitator should notify the student's parent(s) or guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. Regardless of age, both the complainant and the person against whom the complaint exists may be accompanied by a person of their choice for support and guidance. If both parties agree that a resolution has been achieved, the conversation shall remain confidential and no further action needs to be taken. The facilitator, in writing, shall report the results of the informal resolution to the Superintendent and to the School Principal.
- **Formal Procedure for Harassment or Discrimination:** If either of the parties choose not to use the informal procedure or if the informal procedure has not been adequate or has been unsuccessful, the complainant may proceed with the formal procedure described below.

Complaints of sex discrimination are covered under Title IX of the Educational Amendments of 1972 and should be referred to the Title IX coordinator. Discrimination against the handicapped is described under section 504 of the Rehabilitation Act and should be referred to the 504 coordinator. Discrimination on the basis of race or national origin are described under Title VI of the Civil Rights Act of 1964 and should be referred to the Title VI coordinator. Discrimination against students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability is described under section of 118.13(P19) of Wisconsin Statutes. All other complaints should be referred to the Superintendent of Schools for assignment.

Title IX and Title VI Coordinator

■ Jina Jonen

District Services Office
123 East Grove Street
Oregon, WI 53575
(608) 835-4015

■ Section 504 and Section 118.13 Coordinator

Candace Weidensee
District Services Office
123 East Grove Street
Oregon, WI 53575
(608) 835-4004

For other complaints inform:

■ Dr. Leslie Bergstrom, Superintendent

Oregon School District
District Services Office
123 East Grove Street
Oregon, WI 53575
(608) 835-4003 – who will designate a contact.

Legal References: WI State Statutes 118.13, 111.36, PI 9; Title IX of Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975

Adoption Date: 7/27/1987; Revised: 1/14/1991, 2/8/1993, 8/12/1996, 2/24/1997, 9/14/1998, 9/25/2000, 10/25/2004, 1/29/2008, 11/26/2012, 9/29/2014

Note: All career and technical education opportunities will be offered to all students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). All complaints regarding this issue shall be directed to Dr. Leslie Bergstrom, at the contact information provided above.

Administrative Guidelines: Anti-Harassment/Non

Discrimination Policy

Step 1

1. The complainant shall submit a written complaint to the appropriate Complaint Officer ("officer") or the officer shall complete the form based on the written or verbal allegations of the complainant.
2. The complaint must be filed within **300 calendar days** after the alleged act(s) occurred or within **300 calendar days** of the last occurrence of an ongoing condition. A complaint shall be deemed filed on the date received if delivered or on the date postmarked if mailed.
3. If either the complainant or the person against whom the complaint is made is a student

under the age of 18 years, his/her parents will be notified immediately unless, after consultation with the student, the officer determines notification not to be within the best interests of the student.

4. The complaint form will detail any facts and circumstances of the incident or pattern of behavior.

Step 2

1. The officer will undertake an investigation of the complaint.
2. The investigation may consist of personal interviews with both parties and with any other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. In determining whether the alleged conduct constitutes a violation of this policy, the official should consider the surrounding circumstances, relevant documents, the nature of the behavior, past incidents, past or continuing patterns of behavior, the relationships between the parties involved and context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
3. The Officer shall make a written report to the Superintendent and the building principal upon completion of the investigation **but no later than 15 calendar days** following the complaint.
4. The report must include a determination as to whether the allegations have been substantiated as factual and whether they violate this policy.
5. The officer will recommend to the Superintendent and/or the school principal what action, if any, is required.
6. The District shall take appropriate action in all cases where the Officer concludes that this policy has been violated. Any person who is determined to have violated this policy shall be subject to disciplinary action as permitted by and consistent with applicable federal and state laws and regulations, collective bargaining agreements and other Board policies.
7. The Superintendent or building principal shall maintain a copy of the written complaint and report of the investigation in a secure location within his or her office.
8. The Superintendent shall provide a written report of the results of the investigation and any actions taken to both parties within 10 calendar days after receiving the Officer's report.

Step 3

1. The complainant will have **5 calendar days** after receiving the written report to request the Superintendent review the case.
2. If the complainant initiates a Step 3 appeal, the Superintendent will meet with the involved parties and shall provide a written answer on the appeal **within 60 calendar days** from the date the written complaint was first received by the District.

Step 4

1. The complainant will have **5 calendar days** after receiving the Superintendent's response to request a review of the complaint by the Board of Education. The request shall be submitted in writing, with a copy also being sent to the Superintendent.
2. The Board of Education shall meet with the complainant, and counsel if desired, in executive session unless otherwise requested by either party.
3. The Board of Education shall send a written decision to the complainant within **90 calendar days** after receipt of the initial complaint.

Step 5

1. The complainant may file a discrimination complaint under Title IX, Title VI, Section 504 or 118.13 as applicable by statute. This appeal must be made to the State Superintendent of Schools and/or the United States Office of Civil Rights **within 30 days** of the completion of Step 4. In addition, the complainant may appeal directly to the State Superintendent or the Office of Civil Rights if the District has not provided written acknowledgment within 45 calendar days of receipt of the complaint or made a determination within 90 calendar days of receipt of the written complaint.

* Step 5 appeals should be addressed to:

State Superintendent
Wisconsin Department of Public Instruction
125 South Webster St
PO Box 7841
Madison, WI 53707

OR

Office of Civil Rights
U.S. Department of Education
300 South Wacker Drive, 8th Floor
Chicago, IL 60606

433: ATTENDANCE AND TRUANCY

433.01 – Compulsory Attendance Age

- 433.01.1 All students between 6 and 18 years of age must attend school full time until the end of the term, quarter or semester in which they become 18 years of age.
- 433.01.2 A student who has reached the age of 16 may be excused from school attendance

under the following conditions:

1. the student has requested permission to withdraw and has the written approval of his/her parent(s) or guardian; **and**
 2. the student and his/her parent(s) or guardian agree, in writing that the student will participate in a program or curriculum modification leading to the student's high school graduation. Program or curriculum modifications include the following:
 - (1) Full-time attendance at a vocational, technical or adult education school in lieu of high school; or on a part-time basis at vocational, technical or adult education school and high school with total hours equal to full-time status.
 - (2) Modifications within the student's current academic program;
 - (3) A school-work training or work-study program.
 - (4) Enrollment in any alternative public school or program located in the school district.
 - (5) Enrollment in any non-sectarian private school or program located in the school district which complies with federal nondiscrimination requirements (Title VI of Civil Rights Act).
 - (6) Home-bound instruction, including non-sectarian correspondence courses or other courses of study approved by the Board of non-sectarian tutoring provided by the school district or
 - (7) Enrollment in any public educational program outside the school district.
- **433.01.3** A student who is 17 years of age or over may be excused from school attendance under the following conditions:
 1. the student has requested permission to withdraw and has the written approval of his/her parent or guardian; and
 2. the student and his/her parent(s) or guardian agree, in writing, that the student will participate in a program or curriculum modification leading to the student's high school graduation or leading to a high school equivalency diploma. Program or curriculum modifications include those identified above.
 - **433.01.4: Withdrawal Procedures for Students 17 Years of Age or Older**
 1. Prior to the student's withdrawal from school, the student's attendance officer will discuss the program or curriculum modification options with the student and his/her parent(s) or guardian.
 2. The student attendance officer will inform the district administrator, in writing, of the withdrawal request and of the program or curriculum modification(s) leading to high school graduation or a high school equivalency diploma tentatively agreed upon by the student and his/her parent(s) or guardian.
 3. The district administrator will present the request and high school equivalency or high school graduation program proposal to the Board or approval.
 4. A written agreement must be signed by the student, his/her parent(s) or guardian, the Board and a representative of the high school equivalency program or program leading to the student's high school graduation. This agreement must be signed prior to the student's admission to such program.
 5. At least once each semester, the school attendance officer will review compliance with each student's agreement. If it is determined that a student is not complying with the agreement, the student and his/her parent(s) or guardian and the high school equivalency program or program leading to high school graduation will be notified that the agreement will be modified or suspended in thirty (30) days unless compliance is obtained.
 6. If the agreement is suspended, the student is expected to attend school on a regular basis in accordance with state law, Board policy and established procedures. Failure to attend school will result in forfeiture for truancy in accordance with established local, county, and/or state ordinances.

433.02 – School Attendance Officer

- **433.02.1:** A building administrator or the administrator's designee (the "School Attendance Officer") at each of the District's schools is designated to deal with matters relating to school attendance and truancy.
- **433.02.2:** The School Attendance officer of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused.
- **433.02.3:** Annually, on or before June 15th, each building principal shall determine how many pupils enrolled in his/her school were absent in the previous year and whether the absences were excused. This information will be submitted to the District Administrator who shall notify the State Superintendent of the determination.

433.03 – Student Absences: Excused and Unexcused

- **433.03.1:** Regular attendance is a responsibility shared by parents, student, and school.
- **433.03.2:** A student may be excused by the parent/guardian for not more than (10) ten days in the school year if the absences are pre-arranged and the student completes missed coursework.

- **433.03.3:** The following are considered to be excused absences:
 1. Personal illness. A written medical statement may be required.
 2. Acute family crisis, serious illness or death of immediate family member.
 3. Religious observances.
 4. Special cases in which an excuse from the Attendance Office has been secured in advance of the absence.

433.03.4

1. Absence for reasons listed above will result in the issuance of an "excused admit" for the time missed.
2. Absence for reasons not listed above will result in the issuance of an "unexcused admit" for the time missed.

433.04 – Student Responsibility

- **433.04.1:** Students are required to attend all scheduled classes and study halls unless they have obtained parental permission and a pass approved by a building administrator or the administrator's designee.
- **433.04.2:** Upon returning to school, students who have been absent are required to bring a written explanation of the absence from their parents or guardians, unless the absence has received prior approval from a building administrator or the administrator's designee.
- **433.04.3:** Students with an excused absence from school will be provided the opportunity to make up work missed within a reasonable time period. Students with an unexcused absence will be provided the opportunity to make up tests, exams, outcome assessments, and projects, but credit for classroom work missed will not be given.

433.05 – Teacher Responsibility – Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements may include class attendance as a component of student progress subject to administrative approval.

433.06 – District Responsibility – The school district will develop and distribute written materials that describe short and long term impacts of truancy, positive measures to prevent truancy and school truancy policies and procedures. These materials will be distributed through student handbooks (grades 5-12), parent handbooks (grades K-4), parent mailings (grades 5-12), orientation and parent conference meetings, press releases, and public service announcements on cable TV.

433.07 – Truant Officer – Each school principal or his/her designee will be the truant officer and shall be responsible for enforcement of attendance in that building.

433.08 – Suspension – The Superintendent or a principal may make rules with the consent of the Board of Education and may suspend a pupil for not more than five (5) days for noncompliance with such rules or School Board rules. A suspension may be extended to a maximum of fifteen (15) days if an expulsion is being considered.

433.09 – Expulsion – The Board of Education may expel a pupil from school whenever it finds him/her guilty of persistent refusal or neglect to obey the rules and is satisfied that the interests of the school demand his/her expulsion. Upon the ordering by the board of the expulsion of a pupil, the School District Clerk shall file a notice of such order with the parent or guardian of the pupil. A parent or guardian of an expelled pupil may appeal the expulsion to the State Superintendent. An appeal from the decision of the State Superintendent may be taken within 30 days to the Circuit Court of the county in which the school is located.

433.10 – Regular Review

The Oregon School Board will review and, if appropriate, revise the board-adopted district truancy plans at least once every two years.

Legal Reference: Wis. Stats. 118.16(1)(c), 118.162, 120.13 (1)(b), 948.45, 1998 Wisconsin Act 239

Adopted: 8/2/1989; Revised: 3/10/1997, 10/26/1998, 7/28/2003, 12/8/2003

174: BOARD GOVERNANCE

174.01 – Quorum – Four Board members must be present at any regular or special Board meeting to constitute a quorum. For committees, a majority of members shall constitute a quorum. In all cases, a quorum must be present for any official business to be transacted.

174.02 – Committees – The Board shall have the following committees: Policy and Visioning Steering. The Board may create ad hoc committees and task forces as it deems necessary.

- **174.02.1:** Committee members shall be appointed by the Board President.
- **174.02.2:** A majority of committee members shall constitute a quorum.
- **174.02.3:** The Board President may remove a member from a committee if that member is not cooperating with the work of that committee and appoint a new committee member.
- **174.02.4:** If a committee member is removed from a committee that receives pay, the member will receive no pay for that committee. A committee member must be on that committee for one year to receive payment for that committee.

174.03 – Relationship with Other Board Members – Board members shall respect

relationships with other members, recognizing the following principles:

- 174.03.1: Authority rests only with the Board acting in official meetings; accordingly, any individual member has no legal status to bind the Board except when acting as a Board officer in a role prescribed by statute or Board policy.
- 174.03.2: As decisions are made, members will respect the opinions of others, will adhere to the principle of majority rule, and will act in good faith to implement the will of the Board. Board members may exercise their parliamentary rights, including a motion to reconsider by a member who voted on the prevailing side.
- 174.03.3: A Board member may communicate with the author of a proposal to notify the author that he or she disagrees with parts of the proposal and may offer an amendment to the proposal.
- 174.03.4: Decisions will be made only after all facts bearing on a question have been presented and discussed. Statements or promises about how a member will vote on any proposal that should properly be considered by the Board before such deliberation are, therefore, premature and inappropriate.
- 174.03.5: Members shall not participate in meetings which are not official and which all members do not have the opportunity to attend, except as assigned by the Board.
- 174.03.6: Individual Board members shall always vote by what they believe is in the best interests of the District, neither soliciting nor agreeing to trade votes with other members.

174.04 – Relationship with the Superintendent and Administrative Staff – Board members shall maintain a desirable relationship with the Superintendent and the Administrative Staff:

- 174.04.1: By recognizing that the Board member's job is to ensure that the organization is well-managed, not to manage the organization.
- 174.04.2: By giving the Superintendent full authority for the proper discharge of professional duties, and by holding the Superintendent responsible for results.
- 174.04.3: By acting only upon personnel matters raised by the Superintendent.
- 174.04.4: By referring all complaints to the proper administrative office and by discussing them at a regular meeting only as a last resort.
- 174.04.5: By including the Superintendent or his or her designee at all Board meetings, except when the Superintendent's contract, performance, or salary are under consideration or during the search and selection of a new Superintendent.
- 174.04.6: By presenting personal criticisms of any employee directly to the Superintendent.

174.05 – Responsibility to the Community – School Board members shall meet their responsibilities to the community

- 174.05.1: By representing the entire community, not a particular geographic area or special interest group.
- 174.05.2: By being responsive to the public.
- 174.05.3: By maintaining open communication lines with District residents, informing them about the District's needs and accomplishments, its employees and its students, and the Board's action.
- 174.05.4: By refraining from using his or her Board position for personal or partisan gain or for that of a family member.
- 174.05.5: By acting as a "trustee" of the District, ensuring that it is well-maintained, financially secure, and always operating with a focus on student achievement.

Adoption Date: 12/13/1993; Revised: 9/11/2006, 4/22/2013, 7/13/2015, 9/12/2016

313: BUILDING TRANSFERS WITHIN DISTRICT (K-4)

313.01 – The District permits student transfers from the school of residence to a different school if instructional facilities are available in the different school and an appropriate pupil teacher ratio can be maintained.

Adopted: 5/24/1993; Revised: 1/26/1998, 10/3/2002, 7/14/2003, 10/23/2006

**Form in back of handbook.*

163: BULLYING

163.01 – The Oregon School District will provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds and school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The District will consistently and vigorously seek to eliminate bullying.

163.02 – Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. It is a form of victimization and involves an imbalance of power. Bullying is not necessarily a result of, or part of, an ongoing conflict. It may be evidenced by repeated behavior. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental

ability or disability; and social, economic or family status.

163.03 – Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft);
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, remarks regarding protected status, put-downs, rumors, false accusations);
3. Written (e.g., notes, letters, phone, computer or other digital communications)
4. Indirect (gestures, social exclusion)

163.04 – he District prohibits and will not tolerate any District employee(s) or student(s) engaging, anywhere on school premises and property or while involved in a school sponsored or related activity any bullying behavior. School-related activities include a student's walking route to or from school, transportation on any District vehicle or contracted vehicle, and in any setting in which there is a direct connection between the participants, the District and the bullying behavior. However, while prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.

163.05 – This policy applies not only to employees and students who directly engage in an act of bullying but also to employees and students who, by their indirect behavior, condone or support another employee's or student's act of bullying. A person who engages in an act of bullying, reprisal, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with the District's policies and building procedures up to and including recommendation for expulsion or termination. Consent by a student being bullied does not lessen the prohibitions contained in this policy.

163.06 – Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. Any District employee or student who engages in retaliation shall be subject to discipline for that act in accordance with District policies and building procedures, up to and including recommendation for expulsion or termination.

163.07 – Any District employee or student who observes or becomes aware of acts of bullying is required to report those acts to any building or District administrator.

Bullying Reporting Form & Investigation Process

• 163.07.01: Any report of bullying shall be made as soon as possible but within thirty (30) calendar days of the time the bullying occurred. A report should be made by completing the Bullying Reporting Form in Appendix A, and sending it to the building administrator except as otherwise provided for in this policy. This Form will be located in the building office, in student services, at the District Office and on the OSD Navigator Page (db.oregon.k12.wi.us/nav). The building administrator or designee shall investigate the complaint. The investigation will be started as soon as possible but within 3 business days. The investigation shall include interviews with all appropriate witnesses and the assembly of relevant documents. If students are involved in the investigation, the student's parents/guardians will be notified where appropriate. The building administrator shall take all appropriate actions to address the complaint in accordance with District policies and procedures, include all appropriate documentation in Infinite Campus where students are involved, and maintain appropriate documentation of the complainant's resolution.

• 163.07.02: If the complainant believes the complaint is more appropriately addressed at the District office level, the complainant should file a complaint using the Bullying Reporting Form with the District Superintendent. The District Superintendent will either refer the complainant to the building level as described in 163.07.01 or assign an administrator to investigate the complaint in accordance with this policy. The administrator assigned will typically be the In-House Counsel or the Pupil Services Director. The investigation will be started as soon as possible but within 3 business days. The investigation shall include interviews with all appropriate witnesses and the assembly of relevant documents. If students are involved in the investigation, the student's parents/guardians will be notified where appropriate. The investigator shall take all appropriate actions to address the complaint in accordance with District policies and procedures, and include all appropriate documentation in Infinite Campus where students are involved. The investigator shall prepare a written report to the District Superintendent setting forth whether bullying occurred and the basis for the conclusion. That determination shall be forwarded to the building administrator for such action as is warranted by District policy.

Consequences

• 163.07.03: Should students fail to comply with this policy, then the District will take action, depending on the seriousness of the offense, as outlined in the applicable Student Handbook, the Co-Curricular Code, and/or the chart in Appendix B.

Employee Discipline

• 163.07.04: Should any employee fail to comply with this policy, the employee may be subject to discipline pursuant to the Employee Handbook, including but not limited to, termination of employment.

Appeal Process

• 163.07.05: Should the complainant, employee or student(s) involved not be satisfied with the results of the investigation, the complainant or the student's parent or guardian may

make an appeal to the District Superintendent within 10 calendar days except where the employment grievance procedure applies, in which case the employee shall follow the grievance procedure. The District Superintendent may take all appropriate action pursuant to District policies and procedures. All decisions shall be final except as provided for in the Employee Handbook's grievance procedure

Confidentiality

- **163.07.06:** The District shall maintain the confidentiality of the complaint, investigation and written report to the extent possible under the circumstances and the law. Due to the confidentiality of student records as required by law, the District must keep confidential the specific consequences to any student as a result of this policy.

Reporting Requirements

163.08 – This policy will be distributed annually to District students, their parents/guardians and employees. It will also be distributed to organizations in the community which have cooperative agreements with the District.

163.09 – The District will maintain a record of the number and types of bullying reports made and the outcomes of investigations of those reports. An annual summary report shall be made and presented to the Board which includes trends in bullying behavior and recommendations for reducing such behavior. The annual report shall be made available to the public.

Appendix A

Report of a Bullying/Harassment Incident

- **Bullying:** A deliberate or intentional behavior using words or actions and intended to cause fear, intimidation, or harm. It is a form of victimization and involves an imbalance of power. Bullying is not necessarily a result of, or part of an ongoing conflict. It may be evidenced by repeated behavior. Bullying behavior can be any of the following: Physical (e.g. assault, hitting or punching, kicking theft) Verbal (e.g. threatening or intimidating language, teasing or name-calling, remarks regarding protected status, put downs, rumors false accusations); Written (e.g., notes, letters, phone computer or other digital communications), indirect (gestures, social exclusion).
- **Harassment:** Any physical or verbal abuse of a person because of his/her race, religion, age, gender, disability or any other legally protected status.

Directions: Please answer these questions as honestly and specifically as you can. The situation will be handled as confidentially as possible

Date: _____

Name of person(s) being bullied/harassed: _____

Grade: _____

Witnesses: _____

- 1.) Who is doing the bullying/harassing? _____
- 2.) What has happened? _____
- 3.) Where did it happen? _____
- 4.) Were there any witnesses? _____
- 5.) How long has this been going on? _____
- 6.) What have you done about this problem? _____
- 7.) Have you talked to anyone about this already?

Yes or No

If so, who? _____ (Student, Teacher, Other Adult)

- 8.) Who do you want to talk to about the problem?
- 9.) What do you want to happen now?
 - ___ I want the bullying/harassment to stop.
 - ___ I want school staff to help me and the person(s) doing the bullying/harassment to solve the problem.

___ I want school staff to talk to the person who is bullying/harassing me.

___ I just want someone to know.

___ Other (please describe: _____)

Appendix B: Addressing Student Bullying Behavior*

(*Adapted from the U.S. Department of Health & Human Services at <http://www.stopbullying.gov/respond/support-kids-involved/index.html>)

The following are steps the District may take to address violations of this policy by students. The District and its administrators reserves the right to implement any of these consequences depending on age of the students involved and the severity of the behavior.

- **Make sure the student knows what the problem behavior is.** Students who bully must learn their behavior is wrong and harms others.
- **Emphasize that bullying is taken seriously.** Calmly tell the student that bullying will not be tolerated. All staff should model respectful behavior when addressing the problem.
- **Work with the student to understand and address some of the reasons the student bullied.** Some students bully to fit in, so you may want to work with the student to find

ways to increase social support, such as sports or clubs. Some students bully because they are dealing with a difficult situation. Determine if other services, such as counseling, are needed.

- **Use personalized strategies to teach.** Increasing learning or building empathy can help prevent future bullying. For example:
 - Lead a class discussion about how to be a good friend.
 - Write a story about the effects of bullying.
 - Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.
 - Do a project about civil rights and bullying.
 - Read a book about bullying.
 - Make posters for the school about cyber bullying and being smart online.
 - Participate in restorative justice circles.
 - Complete a course or workshop on bullying.
 - **Involve the student who bullied in making amends or repairing the situation.** For example:
 - Write a letter apologizing to the students involved.
 - Do a good deed for the person who was bullied or for others in your community.
 - Clean up, repair, or pay for any property damage.
 - **Involve other potential consequences where appropriate.**
 - Loss of privileges, such as recess time or access to technology
 - Written reprimand
 - Detention
 - Co-Curricular Consequences
 - In school or out of school suspension
 - Citation
 - Expulsion
- Adopted: 8/09/2010; Revised: 2/2015, 4/13/2015

432: CODE OF CONDUCT

432.01 – Statement of Principle – The District provides appropriate educational opportunities for all District students and endeavors to maintain a safe and supportive learning environment for them. Students should have the opportunity to attend school free from conduct which interferes with their education.

432.02 – Grounds for Disciplinary Removal from Class – Each school shall annually publish a Student Handbook that establishes, defines and explains the rules and behavioral expectations in the building. These rules shall incorporate and be consistent with federal and state law and District policies. Staff shall clearly communicate these rules and behavioral expectations to students.

432.03 – Removal of a Student from Class – A staff member may remove a student from class as set forth in this policy for conduct which violates the rules and behavioral expectations set forth in the Student Handbook, which includes, but is not limited to conduct which:

- Violates the rights of others;
- Creates safety issues;
- Disrupts the learning environment;
- Cause damage to person or property; or
- Threatens or harasses another

A "class" is defined for purposes of this policy as any activity related to a school function regardless of location.

432.04 – Short-term Removal

- **432.04.01:** Prior to the beginning of the school year, each building administrator shall designate a room or other suitable space where students will report to and remain when they are removed from class.
- **432.04.02:** If a student is engaged in conduct which warrants removal from class, the staff member shall inform the student that continued behavior will lead to removal from class, except where that behavior creates a risk of danger to property or person.
- **432.04.03:** If the staff member decides that removal from class is appropriate, the student shall be taken to the designated room. Upon arrival at the room, the building administrator or designee shall speak with the student as soon as practicable.
- **432.04.04:** A student removed from class will not be returned to that class for the same period from which they were removed without agreement of the staff member.
- **432.04.05:** The student will stay in the designated room or, in the building administrator or designee's discretion after talking with the student, be sent to another appropriate class, program or educational setting provided that setting is appropriately supervised.
- **432.04.06:** The staff member and building administrator shall discuss the removal as soon as practicable and attempt to reach an agreement as to when the student can be returned to

class.

In the event that it is determined that it is not appropriate to return the student to regular classes, the student shall be retained in the designated area or be sent home upon proper notification of parents

432.05 – Long-term Removal

- **432.05.01:** If the staff member believes that long-term removal is warranted, the staff member shall communicate this to the building administrator or designee in writing. The recommendation shall address the following points:
 - The basis for the belief;
 - The alternatives, approaches or other steps considered or taken to avoid long-term removal;
 - The positive or negative impact on the student and the class.
- **432.05.02:** Upon receipt of such request, the building administrator or designee shall consult with: the teacher and other appropriate staff or administrators; and the student and the student's parent/guardian to discuss the removal request and alternatives being considered. The staff member may be included in this consultation.
- **432.05.03:** Following such consultation, the building administrator or designee shall take one of the following actions:
 - Place the student in an alternative education program as defined by law;
 - Place the student in another class or appropriate educational setting in the building; or
 - Return the student to the claim from which the student was removed.
- **432.05.04:** The building administrator or designee's decision is not subject to appeal. The student and the parent/guardian may communicate in writing with the Superintendent their disagreement with the removal decision and the Superintendent or designee shall respond as the Superintendent deems appropriate.

432.06 – Communication to Parents and Students

A copy of this policy shall be included in the Student Handbook in each building to be distributed to each parent of a District student. Staff shall communicate this policy to students.

Adopted: 7/26/1999; Revised: 10/22/2012

358: CONTROVERSIAL ISSUES

358.01 – A “controversial issue” is a topic which is likely to arouse differing points of view and generate strong support and opposition to it in the District, including topics which deal with political, social, economic and religious issues. The rational discussion of controversial issues within the context of curriculum is an important part of the educational process. It is essential to expose students to a variety of ideas they will face throughout their lives, to cultivate the skill of respectful dialogue, to teach them how to apply their values and to introduce them to a process of critical thinking to arrive at thoughtfully developed points of view.

358.02 – The Board encourages the introduction of controversial issues into the curriculum provided they are studied within the following educational framework:

1. The topic must be consistent with and in furtherance of the approved curriculum. The topic must assist the student in examining the issue objectively and in an open-minded manner.
2. The topic shall be presented that all legitimate points of view are presented in a balanced way. The topic shall be presented in a manner which is respectful to all sides of the issue.
3. The topic shall be appropriate for the age and maturity of the students.
4. The classroom teacher shall not attempt to indoctrinate or persuade students to a particular point of view or advocate that students take any particular action or position with respect to the topic.

358.03 – The District recognizes the rights of parents to inspect instructional materials and to excuse their children from certain curricular activities in accordance with state and federal law. Questions or complaints regarding the teaching of controversial issues within the District shall first be addressed to the building principal. If those questions or complaints are not addressed by the building principal to the satisfaction of the person making them, the question or complaint may then be addressed in writing to the Superintendent. The Superintendent shall act upon the question or complaint and report his/her response to the Board. The Board shall have final authority regarding questions arising from the teaching of controversial topics.

Adopted: 3/19/2004; Revised: 11/1/2006, 6/11/2007

325: COURSE OPTIONS PROGRAM

325.01 – Resident Students Attending Individual Courses in Other Educational Institutions – A resident student may take up to 2 courses at a time from approved educational institutions at no cost to the student or the parent/guardian, subject to the terms of this policy and state law. For purposes of the Course Options Program, a resident student is a student enrolled full-time in the District. Approved educational institutions include other public schools, the University of Wisconsin System, technical colleges, nonprofit institutions of higher education, tribal colleges, charter schools, and nonprofit organizations that have

been approved by the Department of Public Instruction, (DPI) and that are located in Wisconsin.

- **325.01.1:** The District Administrator or designee shall be responsible for reviewing all applications and accepting or denying the applications in accordance with this policy.
- **325.01.2:** The District must deny a resident student's application to attend a course under this Program if the course conflicts with the student's individualized educational plan (IEP).
- **325.01.3:** The District may deny a resident student's application to attend a course under this Program if:
 1. The student's application was not submitted in the manner and within the time limits established by state law and District policies and procedures;
 2. The course does not satisfy the high school graduation requirement; or
 3. The course is not consistent with the student's academic or career plan.
- **325.01.4:** To the extent permitted by law, resident students taking a course under this Program shall be responsible for purchasing or otherwise providing the books, supplies, and personal use items that are required for a course but that are not provided by the educational institution that is offering the course. However, a parent/guardian may request that the District provide such books and supplies (but not any personal use items) on the basis of the low-income status of the student's family. All books and other materials that are purchased or provided by the student are the property of the student.
- **325.01.5:** In order to be eligible for the District's Course Options Program, the following procedures apply:
 1. The student must submit an application directly to the educational institution the student wishes to attend at least six weeks before the start of the course. The application is available from Student Services or on DPI's website at <http://courseoptions.dpi.wi.gov/>
 2. To help facilitate scheduling, the student should inform Student Services of the application submission at least six weeks before the start of the course. Student Services shall notify the Director of Instruction
 3. The educational institution must send a copy of the application to the District and, no later than one week prior to the date on which the course is scheduled to start, notify the applicant and the District whether the application has been accepted or rejected
 4. The parent/student must notify the educational institution and the District's Student Services no later than the last weekday (excluding state holidays) before the course begins whether or not the student will attend the course.
 5. The District shall pay the educational institution for the course an amount in accordance with DPI's Course Options Cost Framework unless a different amount is mutually agreeable.

325.02 – Non-Resident Students Attending Individual Courses in the District

- **325.02.1:** Public school students residing within the State of Wisconsin that are not enrolled full-time in the District may apply to take up to 2 courses at a time in the District under the “Course Options” program in accordance with state law and this policy. Students may attend no more than two courses at a time in the District and/or in any other educational institution.
- **325.02.2:** Applications for this Program shall be sent to the Director of Instruction. The Director of Instruction shall be responsible for reviewing all applications and accepting or denying the application in accordance with this policy and state law:
 1. The student must submit an application to the District's Director of Instruction at least six weeks before the start of the course. The application is available from Student Services or on DPI's website at <http://courseoptions.dpi.wi.gov/>.
 2. The Director of Instruction shall cause a copy of the application to be sent to the student's school board, and, no later than one week prior to the date on which the course is scheduled to start, notify the applicant and the school board whether the application has been accepted or rejected.
 3. If the application is accepted, the parent/guardian or student must provide timely written notice to the District confirming the student's intent to attend the specific course (s). A postmark does not constitute timely notice. If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.
 4. The District shall charge the resident school district the cost of course or 1/7 of full-time open enrollment amount per credit taken, whichever is less (50% of 1/7 amount for one-half credit course).
- **325.02.3:** The District shall apply the same criteria for accepting and denying course applications for non-resident students as resident students (e.g., course prerequisites, grade level standing, space availability), except that preference shall be given in enrollment in a course to students already enrolled full-time in the District. If the District receives more non-resident student applications for enrollment in courses than there are spaces available, determination of which non-resident students to accept shall be made on a random basis

in accordance with established procedures. The District will deny any application that is not submitted in the manner and within the time limits established under state law and District policies and procedures.

- 325.02.4: The District shall provide equal opportunities for students with disabilities to attend courses in the District under this Program. However, if a question arises as to the possible course accommodations or modifications for a student with a disability, or as to the District's ability to implement the student's IEP, the District shall contact the student's parent/guardian and involve representatives of the school(s) responsible for the student's current IEP to the extent necessary and appropriate.
- 325.02.5: Non-resident students attending individual courses in the District shall have all the rights, privileges and responsibilities of similarly situated resident students and are subject to the same rules and regulations as resident students with the exception of co-curricular activities. The District shall not charge to or receive from the student any payment other than the payment that the student's resident school district makes to the District pursuant to state law.

325.03 – Provisions Applicable to All Students

- 325.03.1: Transportation to and from any course(s) taken under this policy shall be the sole responsibility of the student's parent/guardian, unless state or federal law otherwise requires the student's resident school district or the educational institution that is offering the course to provide transportation. If the student and parent are unable to pay the cost of transportation, the parent may apply to the DPI for reimbursement of actual transportation costs. Preference will be given to families that are eligible for free or reduced price lunches under the federal School Lunch Program. Claim forms may be obtained from the DPI website.
- 325.03.2: When submitting applications under this Program, the District trusts that the parent/guardian or adult student is making educational decisions appropriate for the individual student's needs. Given the vast diversity of courses offered by educational institutions, while the District will make every effort to work with the parent/guardian and student, the District is not responsible for ensuring a course taken under this program fits the student's schedule or satisfies any applicable NCAA eligibility, graduation requirement or higher education credit, prerequisite or other criteria.
- 325.03.3: The resident student's district is responsible for ensuring that any supports are provided to comply with a student's IEP. The resident district could directly provide the supports or arrange for the supports to be provided by the educational institution, but would be responsible for the related costs unless worked out otherwise.
- 325.03.4: A student's parent/guardian may appeal the decision of the educational institution or a school board to the Department of Public Instruction within 30 days of the decision. DPI shall affirm the decision unless it is found to be arbitrary or unreasonable. DPI's decision is final.

Legal Reference: Sections 118.13 Wisconsin Statutes 118.145(4), 118.52, 118.53, 118.55, PI 36, Wisconsin Administrative Code

Adopted: 8/13/2014

812: DISTRIBUTION AND DISPLAY OF COMMUNITY MATERIALS

812.01 – The Oregon School District Board of Education recognizes that the expression of ideas including distribution and/or display of materials on public property near schools is protected by the First and Fourteenth Amendments to the United States Constitution. The District shall avoid interference with these expressive rights as long as such expression does not interfere with normal school activities or infringe on the rights of others. Such disruptive or potentially disruptive activities are not constitutionally protected and will not be allowed.

812.02 – The Board also recognizes that the schools provide an effective avenue for distribution and display of appropriate materials. Appropriate materials include but are not limited to those relating to programs or opportunities that are beneficial to residents of the school district especially children and families, are offered at an affordable or no cost, and have a legitimate educational, cultural, civic, and/or recreational purpose. Materials that are not appropriate include but are not limited to those that profit an individual or group of individuals, disrupt the instructional process or educational mission of the school, are lewd or obscene, or encourage illegal activities. No commercial publications are appropriate except those whose purpose is to further a school activity such as graduation, class pictures, or class rings. It is not the intent of this policy to preclude staff-to-staff distributions which do not interfere with normal school activities, infringe on the rights of others, and are not in violation of other Board policies. All materials must contain the following disclaimer: "The distribution or display of materials should not be understood to constitute the endorsement or approval of the Oregon School District."

812.03 – Anyone wishing to distribute or display materials shall abide by the following policy:

- 812.03.1: Materials not related to school sponsored activities, curriculum, or academic programs shall not be distributed or displayed in public areas of school property by individuals, employees, community groups, or organizations without the approval of the

Board's designee. This designee is the Community Education and Recreation Director.

- 812.03.2: Materials shall be distributed in one or more of the following ways to be determined by the Community Education and Recreation Director:
 1. By Community Education and Recreation Office,
 2. Through school newsletters,
 3. To be picked up at the school's main office or
 4. Sent home with children in pre-k through 12th grade
 5. Displayed on the Community Bulletin Boards.
- 812.03.3: Materials shall be displayed in designated areas of the school buildings as approved by the Community Education and Recreation Director or designee.
- 812.03.4: Any materials to be distributed or displayed shall be supplied by the distributor to the District in appropriate quantities and in an orderly manner.
- 812.03.5: When distribution of materials involves the need for the distributor to be present, the distribution shall take place before school, during the lunch periods, and/or after school as approved by the Community Education and Recreation Director. If the building administrator determines that the distribution is interfering with the orderly and efficient operation of the school, the distribution may be stopped.
- 812.03.6: Those who distribute or display materials may be responsible for the clean-up and removal of the distributed or displayed materials if requested by the Community Education and Recreation Director or designee.
- 812.03.7: If District equipment is used to produce non-school materials, the distributor shall be charged appropriate production fees.
- 812.03.8: District employees shall not use contracted time to develop, produce, or distribute non-school materials; employees of the Print Shop performing the duties of their job are exempt.

Adopted: 11/13/2000; Revised: 8/26/2013

442: DISTRIBUTION AND DISPLAY OF MATERIALS BY STUDENTS

442.01 – The Oregon School District Board of Education recognizes that students may wish to distribute or display non-school materials. The Board also recognizes that it is the District's responsibility to educate students about the principles of the First Amendment, encourage the expression of student views, and foster the development of understanding of divergent viewpoints. Students are encouraged to author the materials they wish to distribute or display to advance the educational value of the experience. The Board reserves the right to regulate materials in relation to students' age and maturity.

442.02 – Students wishing to distribute and/or display non-school materials shall abide by the following policy:

- 442.02.1: Materials not related to school-sponsored activities, curriculum, or academic programs shall not be distributed or displayed on school property by individual students or groups of students without the approval of the building administrator or the administrator's designee. The materials shall be submitted for review prior to distribution or display.
- 442.02.2: Materials must include the name of the sponsoring individual or organization displayed in a prominent and legible manner.
- 442.02.3: Materials that may not be distributed or displayed include but are not limited to those that:
 1. Are likely to cause disruption or interfere with normal school activities.
 2. Are insulting or degrading to others.
 3. Are libelous, indecent, obscene, or vulgar.
 4. Advertise any product or service not permitted to minors by law.
 5. Are likely to express religious beliefs that students would reasonably believe to be sponsored or endorsed by the District.
 6. Are contrary to the educational interests of the students.
- 442.02.4: Materials may only be distributed in designated areas before school, during lunch periods, and after school. Materials may be displayed in designated areas of the school buildings only.
- 442.02.5: If the building administrator or the administrator's designee finds that the distribution is interfering with the orderly and efficient operation of the school, the distribution of materials shall be stopped.
- 442.02.6: Students who distribute or display materials are responsible for the clean-up and removal of the distributed or displayed materials.
- 442.02.7: The student or group of students shall be charged appropriate production fees. If District equipment is used to produce non-school materials.
- 442.02.8: Organizations approved by the District Administrator in or designee may have web pages or links on the District's web server. The District will not be responsible for page development and will provide only the services necessary to load web pages or links on our system. This work will be done free of charge as long as it requires minimal time.

expenditures.

- 442.02.9: Students shall not ask District employees to use contracted time to assist in the development, production, or distribution of non-school materials.
- 442.02.10: Students violating this policy shall face disciplinary action in accordance with the school's disciplinary policy.

Adoption Date: 11/13/2000; Revised: 1/22/2001, 08/26/2013

319: DISTRICT SERVICES TO RESIDENT PRIVATE SCHOOL OR HOME STUDY STUDENTS

319.01 – A District student who is attending a private school or state-approved home study program and seeks District services shall apply in writing to the Superintendent. The application shall specify the service being requested including the level and degree of service and the length of time service is to be provided.

319.02 – The application for services shall identify the private school or state-approved home study program which the student attends and shall provide evidence that the student is a District resident.

319.03 – The application shall be considered under the following criteria:

- 319.03.1: The request for service; will not create a space or program overload: The student has the ability to effectively participate in the service requested. In the case of a student with disabilities, the Individualized Education Program team and Special Education Director recommendation will be followed.
- 319.03.2: The request for service does not exceed a maximum of 5 classroom periods per week.
- 319.03.3: The student is responsible for transportation to and from the requested service.
- 319.03.4: The student has sufficient health and liability coverage with respect to the nature of the services provided.
- 319.03.5: Payment shall be made in advance of each semester for the requested service based on the following formula:
 1. The State Tuition Worksheet will be used to calculate a daily base cost. Per period cost will be 1/6 of the daily base cost. In addition, special project costs or equipment rental charges will be made.
- 319.03.6: The Board delegates final authority to the Superintendent to grant a service request. The Superintendent has the authority to discontinue service. (i.e. program overload, disciplinary problems, etc.)

Revised: 3/10/1997, 10/26/1998, 7/23/2007

341: EARLY COLLEGE CREDIT PROGRAM

341.01 – The District shall offer the Early College Credit Program to all full-time enrolled high school students as provided for by this policy and state law starting in the Fall of 2018.

341.02 – The Board appoints the District Superintendent or their designee as its agent under this Program and delegates its decision making under this Program to the District Superintendent or their designee. Decisions made by the District Superintendent or their designee may be appealed to the Board within 5 days of the decision.

341.03 – The student may enroll in a UW System institution, a tribally controlled college, or a private, nonprofit institution of higher education located in Wisconsin (but not a technical college) for the purpose of taking one or more nonsectarian courses, including during a summer semester or session.

341.04 – The student must submit an application to the institution of higher education during the previous semester and must indicate on the application whether the student will be taking the course or courses for high school credit or postsecondary credit or both, if applicable. The student shall also specify on the application that, if the student is admitted, the institution of higher education may disclose the student's grades, the courses that the student is taking, and the student's attendance record to the District. An institution of higher education must admit a student to attend a course if the student meets the requirements and prerequisites of the course and there is space available in the course.

341.05 – The student must notify the Board no later than March 1 if the student intends to enroll in the summer or fall semester, and no later than October 1 if the student intends to enroll in the spring semester. The notice shall include the titles of the courses in which the student intends to enroll and the number of credits of each course, and shall specify whether the student will be taking the courses for high school or postsecondary credit or both. The student must notify the Board if the student is ultimately not admitted to attend the course.

341.06 – If the student specifies in the notice that the student intends to take a course at an institution of higher education for high school credit, the Board shall determine whether the course is comparable to a course offered in the school district, and whether the course satisfies any of the high school graduation requirements and the number of high school credits to award the student for the course, if any. The Board may deny high school credit for the course if it does not satisfy a graduation requirement or the District offers a comparable course. The Board shall notify the student of its determinations, in writing, before the

beginning of the semester in which the student will be enrolled. If the student disagrees with the Board's decision regarding comparability of courses, satisfaction of high school graduation requirements or the number of high school credits to be awarded, the student may appeal the decision to the state superintendent within 30 days after the decision. The state superintendent's decision shall be final.

341.07 – Courses taken as part of this Program shall be paid for as follows:

- 341.07.01: If the student is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered in the District, the District shall pay 75 percent of the actual cost of tuition for the course as determined by state law. The District shall request reimbursement from the state for the remaining 25 percent with the understanding that the District will pay for tuition costs not paid by the state.
- 341.07.02: If the student is taking a course for postsecondary credit and if the course is not comparable to a course offered in the District, the District shall pay 25 percent of the actual cost of tuition for the course, as determined by state law. The District shall request reimbursement from the state for 50 percent and the student shall pay 25 percent with the understanding that the District will pay for tuition costs not paid for by the state. The student must pay the District within 15 school days of the start of the course.
- 341.07.03: If the student is taking a course that is comparable to a course offered at the District, the student shall pay 100 percent of the actual cost of tuition for the course.
- 341.07.04: If the student is a child with a disability, the District shall pay the costs of any special services required for the student as determined by the student's IEP.
- 341.07.05: The Board shall waive the student's responsibility for costs under this Program if DPI determines the cost of the course would pose an undue financial burden on the student's family.
- 341.07.06: The payment for books and materials necessary for the course shall be determined by state law.
- 341.07.07: The District shall pay the institution within 30 days after the end of the semester and send an itemized report to DPI of the amounts paid.

341.08 – The District will pay up to the equivalent of 18 postsecondary semester credits (4 ½ high school credits) per student.

341.09 – Should the student fail to complete a course, or fail to receive a passing grade, the student and/or the student's parent/guardian shall be responsible for reimbursing the District the amount the District paid for the course within 30 days of the last day of the course. If no reimbursement is received, the student is no longer eligible to take courses under this Program.

341.10 – The student shall be responsible for providing transportation to and from the course. The student and/or the student's parent/guardian may apply to DPI for reimbursement for transportation.

341.11 – Annually by October 1, the District shall provide information about the program under this section to all students enrolled in the 8th, 9th, 10th, and 11th grades.

Legal References: Wis. Stat. sec. 118.55

Adopted: 1/9/2000; Revised: 4/9/2018

171: ELECTION

171.01 – Number of Members and Terms of Office – The Board of Education shall consist of seven members who shall serve for terms of three years. The terms shall be staggered so that two or three members are chosen each year. Board members shall be elected from the following areas:

- Area I – Village of Oregon – 3 members
- Area II – City of Fitchburg – 1 member
- Area III – Towns of Dunn, Blooming Grove and Rutland 1 member
- Area IV – Village of Brooklyn, Towns of Brooklyn, Oregon, Montrose and Union – 2 members

Candidates seeking office for a Board term must reside in the area which they will represent. Qualified electors of the District are eligible to vote for candidates in all areas.

171.02 – Qualifications – Any person who is a qualified elector in the District may be a candidate for the Board.

Every United States citizen 18 years of age or older who has resided in the District for 10 days before any election is a qualified elector, provided that person has not been convicted of treason, a felony or bribery (unless a pardon has been granted).

171.03 – Candidates – Any qualified elector may become a candidate for Board membership by filing a written declaration of candidacy no later than 5:00 PM on the first Tuesday in January. The declaration must state that the candidate is a qualified elector of the District and resides in the area for which the election is being held. No other method of nomination is acceptable, but electors can vote for any qualified elector of the district by writing the person's name on the ballot.

171.04 – Verification of Candidacy – No later than 5:00 p.m. on the second Tuesday,

January, Clerk shall verify the candidacy declarations. If there are more than twice as many candidates as there are members to be elected to the Board in any area up for election, a primary election shall be held for such positions. The primary election shall be held at the time specified for the spring primary election.

171.05 – Election – The election shall be held on the day of the spring election. The election shall be held at the regular polling place of each municipality. The polls shall be open as designated by each municipality.

171.06 – Ballots – The Board shall provide and the Clerk shall prepare an official ballot, which shall conform as close as possible to the ballot provided in Wisconsin Statutes 10.52. The ballot shall list the candidates who have filed a valid declaration of candidacy. It shall provide for write-in votes. The order in which the names of candidates is to be printed on the ballots shall be determined by drawing of lots at the date and time of the Board meeting held for verification of declarations of candidacy by or under the Clerk's supervision.

171.07 – Canvassing of Election Returns – The Clerk shall within twenty-four hours of the polls' closing canvass the ballots and declare the results of the election. The Clerk shall appoint two District residents to serve as the Board of Canvassers.

171.08 – Board of Education Members Take Office – Elected Board members shall take office at the organizational meeting held on the fourth Monday in April.

171.09 – Vacancies: How Caused – Any Board position shall become or be deemed vacant upon the happening of any of the following events to an incumbent:

- 171.09A: death
- 171.09B: resignation
- 171.09C: removal
- 171.09D: ceasing to be a resident of the District or being and remaining absent from the District for a period exceeding 60 days or
- 171.09E: as otherwise specified by law

171.10 – Vacancies: How Filled

- 171.10.1: Vacancies on the Board shall be filled by appointment by the remaining Board members within 60 days of the date on which the vacancy first exists. The appointee must reside in the same area as the previous Board member.
- 171.10.2: Prior to the appointment, the Board Clerk or designee shall publish a notice of the vacancy in the District's official newspaper stating the length of time of the appointment, the place and manner in which qualified electors may apply, and the deadline for filing a written letter of interest and resume with the Board. The date and time to apply shall be at least 10 days from the date of publication.
- 171.10.3: Prospective candidates shall submit a written letter of interest and resume to the Board, and be invited to be interviewed by the Board at a regular or special Board meeting (s).
- 171.10.4: Upon completion of the interviews, the Board President shall call for discussion by Board members. Upon completion of the discussion, Board members shall vote for one of the candidates by secret ballot. The candidate who receives the majority of votes cast shall be appointed to fill the vacancy. If no candidate receives a majority vote on the first ballot, then balloting shall continue until one candidate receives a majority of votes cast. If, after two more votes, no candidate receives a majority of votes cast, that is considered a deadlock. If there is a deadlock, then the matter may be referred to the subsequent regular or special Board meeting for action.
- 171.10.5: If there continues to be deadlock and the remaining Board members have not appointed an individual to fill a vacancy within 60 days of the date on which the vacancy first exists, then any tie vote shall be decided by a random drawing.
- 171.10.6: Any person appointed shall be deemed to have accepted the appointment unless within 5 days after notification the person notifies the clerk of a written refusal to serve. If such notice occurs, then the Board shall appoint another member pursuant to this policy.

171.11 – Vacancies: Term of Appointment – An appointee under this policy shall hold office until a successor is elected and takes office.

When a vacancy occurs in the office of a Board member who is in the last year of his or her term, or when a vacancy occurs after the spring election but on or before the last Tuesday in November in the office of a Board member who is not in the last year of his or her term, the successor shall be elected at the next spring election. When a vacancy occurs after the last Tuesday in November and on or before the date of the next spring election in the office of a board member who is not in the last year of his or her term, the successor shall be elected at the 2nd following spring election.

Adoption Date: 12/13/1993; Revised: 11/14/1994, 7/24/1995 (by majority of voters at Annual Meeting), 8/12/1996, 9/11/2006, 6/13/2016

441: ELECTRONIC COMMUNICATION DEVICES

441.01 – In order to expand opportunities for student learning through the use of technology, students are allowed to bring their own electronic communication devices to school for use

within specified classes and/or for identified projects

441.02 – All information and guidelines for appropriate use contained in Policy 771– Electronic Communications Policy and in the Student Handbook, apply to the use of personally-owned devices.

441.03 – Students are prohibited from using any personally owned electronic devices or electronic communication devices in locations where there is an expectation of privacy such as restrooms or locker rooms. Students are prohibited from using any personally-owned electronic communication devices where the device distracts others, or where it interferes with the operations of the school or classroom, including any rules established by District staff.

441.04 – The District is not responsible for any cost associated with personally-owned electronic communication devices, such as accrued data charges, loss, theft, damages, repairs or misuse of any device.

441.05 – District staff may examine personally-owned devices and search their content as permitted by state statute.

Legal References: Wis. Stats. 118.258

Adoption Date: 8/27/1990; Revised: 4/26/1999; 6/11/2007, 4/8/2013

771: ELECTRONIC COMMUNICATIONS

771.01 – The Oregon School District ("District") offers students, staff, board members and others access to the District's electronic communication system ("ECS"). ECS includes, for example, computers, scanners, pagers, printers, fax machines, e-mail, Internet access, social networking applications, phones and voice mail.

771.02 – ECS is provided to assist in instruction, perform work assignments, conduct research, and communicate with others. Access to ECS is a privilege and not a right. The District expects that all users will use the ECS in a responsible and ethical manner and in conformance with the following rules. The District reserves the right to restrict or revoke any person's authorization for use and access to ECS at any time for any reason.

771.03 – The following uses of ECS are prohibited:

- A. Downloading, displaying, viewing, posting, accessing or attempting to access, storing or transmitting any images, cartoons, messages or material which are sexually explicit or that may be construed as bullying, disparaging, threatening, harassing, offensive, intimidating, or discriminating against others as defined in Policy 157.
- B. Unreasonable personal use or personal use that interferes with student(s), employees' performance of duties, the performance of other District users, or which otherwise disrupts the operations of the District. Exempted from this policy are communications undertaken by officers of the Oregon Education Association or the AFSCME Oregon School District Support Units that are necessary for the furtherance of Union business or communication.
- C. Use for political or advocacy purposes.
- D. Posting commercial notices: these notices must be posted to a District designated file/folder.
- E. Use which is illegal, including the violation of copyright, gambling and pornography laws.
- F. Damaging any component of ECS or the District's hardware or software.
- G. Intentionally wasting limited access time or occupying excessive file storage space.
- H. Unauthorized accessing or attempting to access or revealing confidential District information, including personnel records, medical records, identification numbers, account numbers, passwords, access codes, personal contact information and/or financial information.
- I. Unauthorized accessing or attempting to access another user's password, data, messages or other ECS material.
- J. Changing computer configuration in any way that allows users to bypass Board policy requiring parental approval for computer use, Internet filtering, or copyright compliance controls is prohibited.
- K. Reposting a message that was sent to the user without permission of the person who sent the message
- L. Communicating in an improper romantic or sexual nature.
- M. Any use that is inconsistent with the District's Code of Conduct, regardless of whether the equipment and methods used for accessing the Internet are provided by the District or personally owned.

771.04 – The ECS is the sole property of the District. All electronic communications transmitted by, received from, or stored in the ECS are owned by the District. Users should have no expectation of privacy with regard to the use of the ECS or information, messages, files and other data stored on District systems. The District may access, search, monitor and/or disclose to appropriate authorities any communication at any time without prior notice being given. The District may also disclose all communications to members of the public under the Wisconsin Public Records Law or other laws that may apply.

771.05 – Computer configuration and operational procedures

- A. All computer files downloaded via e-mail attachment or in any other manner to the ECS

must be scanned for viruses. No software may be downloaded without proper authorization.

B. Staff or students must immediately notify their teacher or immediate supervisor and technology department of any loss or theft of District-owned technology equipment.

771.06 – All confidential business information belonging to the District may not be transmitted unless appropriate measures are taken to protect confidentiality.

771.07 – The District shares responsibility for control over access to inappropriate Internet materials. In light of that responsibility the District utilizes hardware and software that is designed to filter and block inappropriate sites and high risk activities. Pursuant to the Children’s Internet Protection Act and the Student Handbook, the District will monitor the online activities of all students. The District will also educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The District reserves the right to block sites that do not enhance classroom activities. This filtering will at a minimum meet the requirement of the Children’s Internet Protection Act to provide protection from obscene, pornographic and other materials considered harmful to minors. The use of filtering hardware and software is not infallible. Objectionable material may be accessed notwithstanding our efforts to block such content. The use of an Internet filter does not diminish the user’s personal responsibility to use the network in conformance with the standards in this policy. Anyone seeking to remove a site from the blocked list must submit that request in writing to the building administrator. The building administrator shall consult with the technology director to determine whether to remove the site from the blocked list. The decision to remove the block will be based on whether the educational value of the site outweighs the inappropriate nature of the site, the content from the site enhances the curriculum and the availability of the content from other sources. If removal of the block is granted, the block shall be removed for the shortest time necessary to accomplish the educational mission involved. A denial of the request to remove the block may be appealed to the Superintendent whose decision shall be final.

771.08 – If a user inadvertently becomes connected to a site that contains any material with prohibited content, the user must disconnect from that site immediately and inform his or her supervisor of the incident.

771.09 – Social Networking Applications

A. The District understands that “social networking applications” may be used as both an educational and personal communication tool. Social networking applications are generally defined as web applications and other online means of communication that are used by groups of people to share information and to develop social and professional contacts, such as Facebook, Twitter and LinkedIn. Social networking applications are also used as educational tools, such as Moodle, educational wikis, and Google Apps for Education.

B. Use of Social Networking applications For Educational Purposes – The District understands that technology is dynamic and encourages the use of technology to assist with student learning. Social networking applications for educational purposes shall be used under the following guidelines:

1. The applications shall only be used for professional development or educational (not personal) purposes.
2. Comments, posts or other content must be professional in nature, age appropriate and in compliance with all Board policies.
3. Online behavior should reflect the same standards of honesty, respect and consideration that are used in direct contact communication.
4. The District may remove or block any content which, and/or users who, are not professional in nature or do not comply with Board policies.

C. Use of Social Networking applications for Personal Use – The District respects the right to use social networking applications during non-work time. Employees are permitted to use the ECS for limited personal use of social networking applications subject to the terms of this policy.

If persons engage in social networking on their own time, outside of work, the District generally will not regulate such conduct. However, the District may monitor and regulate social networking applications use where:

1. The person chooses to identify him/herself as an employee or representative of the District and the subject matter of the communication is regarding a matter of personal interest and not a matter of interest to the general public;
2. The activity occurs through use of ECS or other District property or technology or during work time;
3. The activity affects the employee’s job performance or the performance of others;
4. The activity involves or relates to District students;
5. The activity is harmful to the District’s interests and/or there is a nexus to an individual’s employment; or
6. The activity does not comply with Board policies.

D. When using a social networking application for personal use, the District requires that employees observe the following:

1. Employees shall be personally responsible for the content they publish on their social networking applications.
2. Employees are encouraged to consider whether their social networking applications present an image they want to portray to others, including colleagues, parents and community members.
3. Employees should carefully consider whether to “friend” or otherwise communicate with students enrolled in the District through personal social networking applications. All employees are expected to maintain appropriate boundaries with District students.
4. Employees shall not disclose District information that is confidential or proprietary. This specifically includes information or comments regarding students. If an employee has any doubts regarding the release of information, consult a supervisor.
5. Employees shall not reference personally identifiable information concerning students in any way unless specifically approved by his or her supervisor. This includes pictures, videos or posting of student work. The release or publication of any student information or images is limited to what has been approved by the student’s parents/guardians.
6. Employees shall honor the privacy rights of the District’s current employees by seeking their permission before writing about or displaying internal District happenings that might be considered to be a breach of their privacy or confidentiality.
7. Employees shall not produce content that states or implies that the employee’s opinions reflect the opinions of the District or are endorsed by the District. Employees may want to consider creating a statement such as “The postings on this application are my own and don’t necessarily represent the District’s positions or opinions.”

771.10 – Violations may result in the District taking appropriate action, including the following:

- A. Restriction or revocation of the use of ECS;
- B. Conference with an administrator;
- C. Disciplinary action up to and including termination;
- D. Notification of law enforcement or other agencies;
- E. Notification of parents/guardians; and/or
- F. Recommendation for student suspension or expulsion.

771.11 – Technology items obtained as a school-sponsored activity or grant belong to the District and are not the property of the staff member. This includes but is not limited to software applications and hardware devices.

Legal References: Sections 120.13(1) Wisconsin Statutes 943.70, 947.0125, PL 94-553, Federal Copyright Law, Privacy Act of 1974

Adoption Date: 7/24/2000; Revised: 1/22/2001, 5/21/2001, 8/19/2002, 6/11/2007, 9/24/2012, 6/10/2013

931: ELECTRONIC SURVEILLANCE OF PUBLIC AREAS

931.01 – The Board of Education has authorized installation of a video camera system at Oregon High School. This system will be used exclusively for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft and vandalism and for enforcing school policies and rules. The video camera system installed in the high school shall be used according to the following guidelines:

- **931.01.1:** The cameras will not be routinely monitored except when specifically authorized by the superintendent in an emergency situation and only in compliance with state or federal law.
- **931.01.2:** Only individuals authorized by the superintendent or high school principal may view recordings.
- **931.01.3:** The video camera system is to be used as a resource only for investigations. Should a video recording become part of a student disciplinary action, the recording will become part of the student’s behavioral record consistent with the District’s records policy and procedures. The District reserves the right to provide copies of recordings to law enforcement agencies as deemed appropriate by the superintendent and in compliance with appropriate federal and state laws.
- **931.01.4:** Except as provided in c, recordings will be kept no longer than fourteen (14) days.
- **931.01.5:** Cameras are authorized for use in the following areas where the public, students, and staff have no reasonable expectation of privacy: entrances, hallways, commons, gymnasiums, parking lots, athletic fields, and the exterior of buildings. No cameras from this video camera system shall be installed in classrooms, with the exception of multi-use spaces, such as gymnasiums. Under no circumstances will video cameras be used in any area where the public, students or staff have a reasonable expectation of privacy, including restrooms, locker rooms, and health rooms.
- **931.01.6:** No “dummy” cameras will be permitted, and all cameras will remain operational

at all times.

- 931.01.7: Oregon High School will post signs at all main entrances to the building stating that video surveillance cameras are in use but not continuously monitored.

931.02 – Public areas of District buildings and grounds including classrooms may be subject to limited term surveillance with the written authorization of the superintendent. Such approval shall be granted only in situations where the superintendent has reason to believe that a safe and orderly educational environment is at risk or to monitor areas where theft and vandalism are believed to be occurring. Video surveillance will be used in accordance with guidelines a through f above.

931.03 – This policy shall be distributed through student and employee handbooks, district newsletters, on facility use request forms and by other reasonable means.

Adopted: 3/11/1996; Revised: 6/28/2004, 11/28/2005

322: ENGLISH LANGUAGE LEARNERS

322.01 – The Oregon School District shall provide appropriate services for District students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all-English classroom and to meet established academic standards.

322.02 – English Language Learners (ELL) are those students whose first language is not English and who are not yet proficient with conversational and/or academic English.

322.03 – The District shall identify ELL students as part of the school enrollment process.

322.04 – Any student identified as an ELL student shall be assessed, classified and educated in a manner required by state and federal law.

322.05 – The degree of curricular and instructional modification, type of support services and their duration for ELL students shall be determined individually and be based upon student need and the requirements of federal and state law. If a sufficient number of ELL students are of the same language group, the District shall implement a bilingual-bicultural education program as required by law. If the District is required to implement a bilingual-bicultural education program:

- 322.05.1: The Board of Education will provide each ELL student with an effective instructional program and supportive services appropriate to meet the needs of the student.
- 322.05.2: The Board will provide each ELL student with full access to supportive services, such as language development and speech therapy available to other students in the district. This shall be done as appropriate to the individual needs of the student.
- 322.05.3: The District will provide programs and services that reflect the cultural background of the ELL students and may include instruction intended to improve the skills of such students in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

322.06 – The District shall make decisions regarding the administration of state-required tests to ELL students on a case by case basis. The District shall administer state-required tests to an ELL student unless a determination has been made that the results of the test, without allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

322.07 – The results of both state-required tests and alternate assessments for ELL students shall be used consistent with District policies in making instructional, promotion and graduation decisions. Tests results may not be used as the sole criterion in reclassifying an ELL student from a bilingual-bicultural education program, in determining grade promotion, or in determining eligibility for courses or programs, graduation or participation in post-secondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

322.08 Parents/guardians of ELL students shall be notified annually of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with state and federal law and in such a manner as to ensure that the ELL student's parent/guardian understands them.

322.09 – Administrative Guidelines for Testing Limited-English Proficient Students

- 322.09.1: Assessing English Proficiency
- 322.09.2: On or before March 1 each year, District staff shall conduct a count of all limited English-proficient students enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
- 322.09.3: ELL students shall be assessed to determine their English language proficiency using the Department of Public Instruction-approved English proficiency assessment instrument. The assessment shall be administered by the English as a second language

teacher. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.

- 322.09.4: ELL students assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
 1. Level 1 - Beginning Pre-Production if the student does not understand or speak English with the exception of a few isolated words or expressions.
 2. Level 2 - Beginning Production if all of the following criteria are met: (a) the student understands and speaks conversational English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 3. Level 3 -Intermediate if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 4. Level 4 – Advanced Intermediate if all of the following are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
 5. Level 5 -Advanced if all of the following conditions are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing and content area skills needed to meet grade level expectations, and (c) the student requires occasional support.
 6. Level 6 -Formerly LEP Now Fully English Proficient if all of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient, and (b) the student reads, writes, speaks and comprehends English within the academic classroom setting.
- 322.09.5: Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports regarding ELL students shall be made to the DPI as legally required.
- 322.09.6: Assessing Academic Achievement
- 322.09.7: Decision regarding academic performance assessment shall be made and documented on an individual basis for each ELL student. Assessment decisions shall be made by at least two of the following people: the classroom teacher, English as a second language teacher, Special Education teacher, guidance counselor, and communicated to the student's parent (s)/guardian. All communications to parents/guardians of ELL students shall be given in such manner as to provide understanding of the information. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
- 322.09.8: An ELL student may not be exempted from academic assessments based on their ELL status. The District shall administer a state-required test to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.
- 322.09.9: Except as specified below, students at English proficiency levels 1 or 2 as outlined above shall participate in an alternative assessment even if they participate in a state-required test.
 1. Students at English proficiency levels 1 or 2 who have attended school in the first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 2. The District may continue, for no more than two additional consecutive school years, to assess a student described in (1) above with an alternate assessment, rather than the state-required tests, if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.
- 322.09.10: Students at English proficiency levels 3 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.
- 322.09.11: If an EEL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made

shall maintain the validity of the test. Testing accommodations may include, but are not limited to the following: providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing EEL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test; and allowing EEL students as much time as necessary to complete the test.

- **322.09.12:** Student test/alternative assessment results shall be communicated to the student's parent/guardian and to the DPI as required by law.
- **322.09.13:** EEL student test results shall be used consistent with District policies when making instructional, promotion and graduation decisions. Test results shall not be used as the sole criterion in exiting EEL students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for post-secondary education opportunities. Exemption of an EEL student from taking a state-required test may also not be used as the sole criterion for making such determinations.
- **322.09.14:** An EEL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance.

Legal Reference: PI 13 Wi. Administrative Code

Adopted: 1/27/2003; Revised: 7/23/2007

340: EQUIPMENT RENTAL

340.01 – District students who participate in a District-sponsored sport may rent District athletic equipment and apparel for use in sports camps where that equipment or apparel is necessary for participation in the camp.

340.02 – The decision to permit the rental of the equipment or apparel will be in the sole discretion of the Sports Administrator.

340.03 – The student may rent the equipment or apparel for no longer than three weeks.

340.04 – The coach in charge of the equipment or apparel or Sports Administrator must issue the equipment or apparel directly to the student to insure the equipment is in proper repair and is the proper size and fit for the student.

340.05 – The student and parent/guardian must sign a rental form acknowledging that he or she is responsible for return of the equipment or apparel in the same condition as it was when received by the student. The student and parent/guardian will further agree to reimburse the District for any repair or replacement of the equipment or apparel caused by damage to or loss of the equipment or apparel.

340.06 – The student or parent/guardian will be required to pay a fee as determined by the Superintendent. The fee will go into the activity account for the sport of the equipment or apparel utilized.

340.07 – The rental form will include a waiver releasing the District from liability for any injuries incurred while using the equipment or apparel and a provision by which the student and his parents/guardian agree to indemnify and hold the District harmless from any liabilities arising in any manner from use of the equipment or apparel.

Adopted: 9/13/2004; Revised: 5/12/2008

324: ESTABLISHMENT OF AND CHANGING OF STUDENT NAMES

324.01 – In order to promote the confidentiality of student records, to prevent record keeping errors and to facilitate orderly changes in student names, the District will honor only those name changes which have been authorized by court order upon proper notice of that order being provided to the District.

324.02 – Individual student records shall only be in the legal name of a student, which shall be taken from the student's birth certificate or from a circuit court order. In the absence of either of these original sources, the District may accept, as evidence of the student's legal name, a baptismal certificate or other religious document, a social security card or another verifiable form of governmental identification.

324.03 – The District will not honor informal, non-judicial changes in student names whether upon the request of the student, a custodial parent or a third party. Specifically, a common law declaration of a name change by a student, his/her parent or custodian will not be honored by the District.

Adopted: 11/8/2004; Revised 7/23/2007

333: EXCHANGE STUDENT PROGRAMS

333.01 – The Oregon Area School District shall encourage participation in exchange programs approved by the Board of Education.

333.02 – The school district may benefit from an exchange student's presence in classes 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 history, literature classes, sports, music, theater, and art.

333.03 – An organization planning a student exchange program must receive initial approval of their program by the Board of Education at least three (3) months prior to the time the Board of Education considers admission of students served by the organization.

333.04 – Once approved by the Board of Education, the sponsoring organization must receive annual approval of the superintendent and high school principal for student enrollment using the following calendar:

• **333.04.1: For Semester One:**

1. The host family must notify the school that they will have an exchange student by June 1.
2. The host family will notify the school by August 1 of the name of the student, grade and all other information required in Board policies. (Exception: Emergency Placements)

• **333.04.2: For Semester Two:**

1. The host family must notify the school that they will have an exchange student by October 1.
2. The host family will notify the school by December 1 of the name of the student, grade and all other information required by Board policies.

333.05 – An approved sponsoring organization is limited to the placement of no more than two (2) exchange students at one time. If, after the notification timeline has expired (June 1 or October 1), there remain spaces available for additional exchange students, a sponsoring organization may request an additional placement. The District reserves the right to approve or deny such a request.

333.06 – No more than the annually approved number of exchange students may be enrolled at the high school each school year.

333.07 – The procedures will be published bi-annually in the official newspaper of the district and district newsletter. In addition, they will be included in the High School Handbook.

Legal Reference: 121.84(1)(c)

Adopted: 6/12/1995; Revised: 10/13/1997, 3/21/2004, 10/25/2004

912: FACILITY USE

912.01 – The Oregon School District Board of Education recognizes that the buildings and facilities are valuable community assets and encourages their use for activities that are congruent with the District's educational philosophy and mission when such use does not interfere with school related activities. Use for school related activities have priority over non-school activity use.

912.02 – The Board encourages user organizations to include all District residents in activities using District facilities and does not support any discriminatory use. Authorization for use of District facilities shall not be considered as District endorsement or approval of the activity, the organization or use.

The District is committed to an equal educational opportunity for all students. No person shall be denied admission to the District, or be denied participation in, be denied benefits of, or be discriminated against, in any curricular, extracurricular, pupil services, recreation or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability (s111.13 Wis. Stat). (See complaint procedure).

912.03 – The user/group or organization seeking to use district facilities (users) shall complete documentation required by the District to obtain approval for that use and to reserve the District facility or grounds. The user shall designate one adult to be responsible for the use.

912.04 – All users are responsible for returning the facility to its original condition. Users will be liable for any damages that occur to District property.

912.05 – Users will be charged for any District services required before, during and after their use. Administration shall adopt a user fee and appropriate guidelines.

912.06 – If a user fails to comply with this policy the user will not be eligible for future use.

912.07 – The District shall establish a system for collecting fees, use deposits, and access keys/control devices.

912.08 – Users are responsible for completion and submission of necessary forms or web based computer submissions and supplying a Certificate of Insurance when deemed necessary.

912.09 – Youth Sports Programs

• **912.09A:** The grounds and facilities under District control and maintenance will be made available to all youth sports programs provided they actively participate in the Oregon Youth Sports Advisory Board and follow Board approved philosophies and guidelines developed by the Youth Sports Task Force during the 2005-2006 school year. The sports administrator is directed to be sure there is compliance with this policy.

• **912.09B:** Youth sports programs that do not participate in the Oregon Youth Sports Advisory Board and/or do not follow Board approved philosophies and guidelines, are not eligible to use the District controlled facilities and grounds.

912.10 – Employee use of District Facilities is allowed and encouraged during non-scheduled

times under the following conditions:

- 912.10.1: Approval must be obtained through the Internet Based Facility Reservation System.
 - 912.10.2: Employees may be bumped from their reserved time by a community group with a 48 hours' notice or by a school-sponsored activity with no notice.
 - 912.10.3: Employees must supervise the facilities they are using to insure the safety of participants and the security of the facility. Issues encountered during the use of the facility should be immediately reported to the appropriate district personnel.
 - 912.10.4: Employees must become familiar with the operations of the facility before the use and be able to respond to issues as they occur or are needed. (Examples – lowering baskets, locking doors, calling police/EMT personnel, turning on/off lights, setting security system, etc.)
 - 912.10.5: Employees using facilities on a recurring basis for a particular activity must inform, if appropriate, Community Education to advertise on the cable access channels so that all school district community members have the ability to participate in those events. Advertised events have the same status as community events and cannot be bumped by other community events.
 - 912.10.6: The right of any employee or group of employees to reserve facilities may be withheld if the facilities are neglected or the procedures are ignored.
- 912.11** – Employees must follow all other policies regarding the use of the facilities except:
- 912.11.1: They are not required to pay use fees (unless custodial help is required).
 - 912.11.2: They may use their employment-issued facility keys without a key deposit.

Revised: 4/11/2005, 9/10/2007, 10/22/2012

316: FOUR-YEAR-OLD KINDERGARTEN AND KINDERGARTEN EARLY ADMISSION

316.01 – There is no early admission to Four-Year-Old Kindergarten (4K). A student must be 4 years old by September 1 in order to enroll in 4K.

316.02 – To be considered for early admission to Kindergarten prospective students must meet the following criteria:

- 316.02.1: Students may attend Kindergarten when they reach age 5 by September 1 of the school year they wish to enroll. Students may apply for early admission to Kindergarten if they will reach age 5 by December 1.
- 316.02.2: The parent/guardian of a resident child seeking early admission shall file a written application with the Superintendent by April 10 of the calendar year of desired entry. Parents/Guardians who become residents after April 10 may file a written application with the Superintendent by August 1 of the calendar year of desired entry. The written application shall include the parent's reasons for requesting early admission. The parent/guardian of a non-resident child shall apply for open enrollment as outlined in the District's open enrollment policies and procedures.
- 316.02.3: The child will be evaluated by school district personnel to assess the child's potential for success from early admission. The evaluation will consider the child's emotional stability, social and mental maturity, academic readiness, intellectual ability and physical health. The evaluation shall be at no cost to the child's parents. The evaluation team, as designated by the Superintendent will provide a written recommendation to the Superintendent, and a copy to the parent/guardian.
- 316.02.4: If the child meets criteria for early entrance, the Superintendent shall make a recommendation to the Board of Education to act upon the early admission application.

316.03 – In order to be admitted to First grade, the child must meet one of the following criteria: Successful completion of Kindergarten or successful completion of a program for five-year old children which the District deems equivalent to Kindergarten;

316.04 – A decision recommending against early admission may be appealed to the Superintendent by the parents/guardian. The Superintendent's decision following reconsideration may be further appealed to the board. The Board's decision is final. Appeals must be submitted within 10 calendar days following notification of the decision.

Legal Reference: WI Statutes 115.28 (8)

Adopted: 1/14/1991; Revised: 3/10/1997, 10/26/1998, 11/13/2000, 12/8/2003, 9/13/2004, 7/23/2007, 2/28/2011, 3/9/2015, 2/13/2017

Early Admission Administrative Guidelines for Policy 316

1. After the parent submits the application letter (316.02.01), the superintendent will respond acknowledging the request, and send an information packet indicating the requirements for early admission
2. A school psychologist or other evaluation team member will contact the parents to schedule an appointment for an interview to discuss the parents' reason for requesting early admission and to explain the process used to determine the eligibility of the child for early admission.
3. A school psychologist or other evaluation team member will schedule the child for

individual evaluation.

- 1) At the time of the evaluation, the parent will be asked to complete a behavior rating scale and an executive function rating scale. The criterion for passage will be scores on both scales within the average range.
- 2) The child will be administered an age appropriate test of ability and an age appropriate test of achievement which are:
 - The current edition of the **Kaufman Brief Intelligence Scale (K-BIT)**. The criterion for passage will be the 90th percentile or above.
 - The current edition of **Young Children's Achievement Test (YCAT)**. The criterion for passage will be the 90th percentile or above for each area assessed.
4. If the child meets the criteria in step 3, his or her social skills will be assessed by inviting the child to participate in a half day of 4-Year-Old kindergarten in order to observe the child's social skills with a group of potential peers.
5. A letter/report will be forwarded to the Superintendent, with a copy to the parents, stating whether or not the child reached the criterion level for early entrance and stating the recommendation of the team of psychologists.
6. The Superintendent shall notify the parent/guardian in writing as to whether or not the child has been accepted for early admission.

334: GIFTED AND TALENTED/ADVANCED LEARNERS

334.01 – The Oregon School District is committed to make every reasonable effort to meet the special educational needs of all identified gifted and talented/advanced learners. Such a commitment is to be carried out in a curricular program where planning and operation reflect a broad base of informed opinion and will be subjected to regular evaluation and refinement.

To support Gifted and Talented /Advanced Learners the Oregon School District is specifically committed to:

1. Provide a district wide K-12 comprehensive program with leveled service options designed to match identified gifted/advanced student's learning needs.
2. Encourage the emerging individuality of each student, while at the same time developing discipline and responsibility to self and to society.
3. Provide social emotional supports focused on the specific needs of gifted/advanced learners.
4. Develop community awareness of the special abilities and needs of gifted/advanced learners, and of the school district's services for these individuals.
5. Provide appropriate staff development for those teachers who will work either directly or indirectly with gifted/advanced learners. Continue to evaluate and refine the identification process utilizing nationally normed assessments that incorporate local norms and multiple indicators to determine individual student academic needs with focus on single as well as multiple areas of special ability. The focus will also include insuring the identification process and tools are responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities.

334.02 – The Oregon School District recognizes that curricular modifications for individual gifted and talented/advanced learner needs -will include learning opportunities included within and outside the established curriculum.

Such opportunities include, but are not limited to, academic enrichment, alternative grade level programming, acceleration in an individual subject or full grade acceleration, enrichment or differentiation in identified area(s) of giftedness, early admission to kindergarten and first grade consistent with the early admission policy (316), concurrent enrollment at accredited institutions, and early graduation.

334.03 – Coordinator –The Oregon School District will establish a plan and designate a person to coordinate the gifted and talented/advanced learner program.

334.04 – Identification –Gifted and Talented /Advanced Learners shall be identified in Kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. The student may be identified as gifted and talented in one or more of the categories. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities.

334.05 – Individual Learning Plan – An Individual Learning Plan (ILP) will be completed on all identified students requiring alternate programming (form follows)

334.06 – Access –The school district shall provide access to alternative programming without charge for tuition for pupil identified as gifted or talented/advanced learner as required by the Individual Learning Plan

Adopted: 10/8/1990; Revised: 6/12/1995, 3/12/2001, 7/14/2003, 1/10/2005, 11/8/2010, 10/22/2012

415: GRADUATION, GRADES AND STANDINNG STUDENT GRADING AND POSTING OF GRADES

415.01 – Students learn best through a system of clearly articulated learning standards, quality formative assessments, and timely feedback. The Oregon School District shall evaluate student achievement and issue letter grades and/or reports based on student mastery of curriculum standards and assign a separate grade as an assessment of student behavior and shall separately evaluate student behavior and learning skills.

415.02 – Formative Assessment and Developmental Feedback – Formative assessment is grading for learning which supports summative assessment by providing an opportunity for mastery. Formative assessment is not included as part of a summative grade in grades K-8. In grades 9-12, formative assessment may be included up to 10% of the summative grade. All courses with the same title must include formative work at the same level of percentage.

1. Purpose:

- A. Helps students understand the relationship between the mastery of their current performance and the curriculum standards.
- B. Helps students understand the relationship between their effort and their mastery level.
- C. Develops students' ability to think critically about their work
- D. Encourages and engages students to expand their academic involvement to improve performance over time.
- E. Informs teachers about student progress toward mastery of curriculum standards in order to provide responsive instruction.

2. Effective Use:

- A. Guides teaching and learning.
- B. Provides timely, quality feedback (that is communicated to, and understood by students).
- C. Involves students in self-assessment throughout the learning process.

3. Teacher Responsibilities:

- A. Throughout the learning process, places emphasis on the development of skills and content knowledge rather than on the accumulation of points and grades.
- B. Ensures timely feedback that emphasizes mastery of curriculum standards and provides opportunities for students to respond to that feedback.
- C. Provides opportunities for students to self-assess their work.
- D. Provides additional learning opportunities and support for students as reasonable and appropriate.

415.03 – Summative Assessment and Grading – Summative assessment is grading of learning which solely reflects student mastery of curriculum standards.

1. Purpose:

- A. Provides summative information about student performance.
- B. Articulates to the students, parents, teachers, administration and Board of student progress with respect to curriculum standards.
- C. Provides an official record of student performance to advise stakeholders about next steps in the student's educational sequence (promotion, pre-requisites, college admission, etc.)

2. Effective use:

- A. Provides clear and timely communication to students regarding grading criteria and components.
- B. Uses achievement of course standards as the primary factor in determining grades.
- C. Provides an accurate reflection of student achievement as related to meeting course standards.
- D. Gives priority to evidence of the most important skills, content knowledge and course standards.
- E. Distinguishes between reporting on mastery of curriculum standards and assessment of student behavior.
- F. Reflects student mastery through a variety of assessments including, but not limited to, in-class assignments and activities, research projects, authentic performance assessments, quizzes, tests, essays, research products and examinations.

3. Teacher Responsibilities:

- A. At all grade levels (K-12):
 - i. Inform students at the beginning of a course of the course standards, and the basis upon which students' performance will be assessed.
 - ii. Use a variety of assessments to monitor and measure student performance.
 - iii. Align key assessments, grading scales and grading practices with grade level or subject level teams.
 - iv. Support the need for balance among the many learning activities in the life of a student.
 - v. Maintain accurate records of student progress.
 - vi. Ensure that grades reflect individual student achievement as related to curriculum standards.

- vii. Report summative grade information at all grade levels
- viii. Avoid providing extra credit for work that does not demonstrate increased mastery of curriculum standards.
- ix. Avoid grading on a curve in a manner that limits the number of students who can obtain certain grades.
- x. Avoid penalties for late work as a result of an excused absence.
- xi. Allow opportunity for retakes of summative assessments. Teacher and Administration shall establish consistent criteria by which summative retakes may be taken.

B. At the elementary level (K-6):

- i. Ensure that summative grades reflect what students know and are able to do in relationship to grade level standards with emphasis given to their most recent level of performance.
- ii. Provide separate, summative feedback on a range of skills including: learning skills, citizenship, behavior, attitude, participation and effort.

C. At the secondary level (7-12):

- i. Ensure that summative grades reflect individual student skills and understanding in relation to course standards.
- ii. Provide separate, summative feedback on a range of skills including: learning skills, citizenship, behavior, attitude, participation and effort.

415.04 – Student Role and Responsibility

1. Record assignments and fulfill teacher expectations.
2. Complete assignments in a thoughtful, timely manner.
3. Prepare for assignments and assessments in order to develop skills and understandings.
4. Respond to developmental feedback in order to further develop skills and understandings
5. Ask questions, seek additional support, and try new learning strategies as necessary.
6. Take ultimate ownership of successful, honest completion of all assignments and assessments.

415.05 – Parent/Guardian Role and Responsibility

1. Throughout the learning process, place more emphasis on the development of skills and content knowledge rather than on the accumulation of points and grades.
2. Promote feedback as an important part of the learning process
3. Support and reinforce District expectations for quality student work.
4. Monitor student progress in meeting curriculum standards in a manner that empowers students to develop personal responsibility and autonomy.
5. Support the need for balance among the many learning activities in the life of a student.

415.06 – Administrative Role and Responsibilities

1. Throughout the learning process, place more emphasis on the development of skills and content knowledge rather than on the accumulation of points and grades.
2. Ensure that feedback and grading practices are consistent with the District's educational goals.
3. Facilitate communication among teacher teams concerning feedback and grading.
4. Monitor and support teachers in their implementation of the District's district grading policy.
5. Facilitate communication among teachers, students, and parents/guardians regarding student performance and progress.
6. Support the need for balance among the many learning activities in the life of a student.

415.07 – Grade reports will be issued according to the following schedule:

1. Grades K-6: Twice Yearly
2. Grades 7-12: Four Times Yearly

415.08 – The reporting of achievement data on a regular basis serve to:

1. Provides a format to evaluate student progress.
2. Informs students and parents/guardians regarding educational growth.
3. Provides data for modification of educational programs if indicated for an individual student or groups of students

415.09 – The District is committed to maintaining the confidentiality of educational records, including achievement data. In order to secure this protection for all students, the District shall comply with the following:

1. Achievement data for homework, tests, quizzes, projects or other work used to determine a student's performance may not be posted, read aloud by the teacher or another student, or distributed in a non-private form (such as a postcard) without consent from the student. Achievement data on practice tests or other assignments that are not used in the evaluation process are not subject to this requirement.
2. Achievement data may only be given over the telephone or by email directly to the authorized persons in a contemporaneous conversation or correspondence. District administered web sites that are password protected do not violate this policy.
3. This policy will be implemented in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Discrimination complaints shall be processed in accordance with established procedures.
Legal References: Family Educational Rights and Privacy Act (FERPA), 20 United States Code s1232g, 1974

Adoption Date: 1/14/1991, Revised: 3/10/1997; 2/26/2001, 7/8/2002, 6/11/2007, 2/11/2008, 5/23/2011, 7/23/2014

Administrative Guidelines Student Grading and Posting of Grades Procedure Info 415

- **415.04.1: Consent Form** – I grant the faculty name of the above named school permission to post all grades and scores earned by the identified student on examinations and on written materials, including the final course grade during the current school year. I understand that these grades and scores will not be posted under the student's name but by the 5 digit number I submit below. (Students are urged not to use a number that is derived from their student number, social security number, telephone number, birth date or other number that is easily identified with them).
- **415.04.2: Posting Grades** – Teachers should post grades using the identifier that each student has chosen. Grades should not be posted in alphabetical order or in any other recognizable order. Teachers should consider adding "fictitious students" to the posted list in order to eliminate the possibility of identifying students by "process of elimination". Even if the posting is completely anonymous, only the grades for students who have given written consent may be posted.
- **415.04.3: Other Means of Distributing Grades** – Grades may be mailed or otherwise distributed to students and/or their parents or guardians as long as the student's confidentiality is protected. If grades are to be mailed, they should be enclosed in a sealed envelope, not written on a postcard. In general, grades should not be given over the telephone or via email. Faculty members are urged to take reasonable precautions during conferences or other occasions when they are referring to their grades books in a public setting.

411: GRADUATION REQUIREMENTS

411.01 – A student is eligible to graduate from the Oregon School District based upon satisfactory completion of the requirements outlined below:

For students graduating in or after June 2017:

1. Each student must acquire 23 credits
 - a. at least four (4) credits must be in English, comprised of English 9, English 10, one (1) credit from an English 11 level course, and one (1) credit of English electives
 - b. at least three (3) credits in Social Studies comprised of one (1) credit of U.S. History, one (1) credit of World Civilization and one (1) elective credit (effective for students graduating in or after June 2018);
 - c. at least three (3) credits in Mathematics;
 - d. at least three (3) credits in Science; and
 - e. at least one and one-half (1½) credits in Physical Education and one half (½) credit in Health Education
2. Each student must complete a minimum of ten hours of community service per school year.
3. Each student must pass the civics exam required by state law.

For students graduating prior to June 2017, attainment of the following:

1. Each student must acquire 23 credits
 - a. at least four (4) credits must be in English, comprised of English 9, English 10, one (1) credit from an English 11 level course, and one (1) credit of English electives;
 - b. at least three (3) credits in Social Studies comprised of one (1) credit of U.S. History; one (1) credit of either Recent American History, Contemporary History or Honors U.S. History and one (1) credit of Western Civilization (effective for students graduating in or after June 2018)
 - c. at least two (2) credits in Mathematics;
 - d. at least two (2) credits in Science comprised of one half (½) credit of Environmental Science; one half (½) credit of Physical Science; and one (1) credit of Biology or approved equivalent; and
 - e. at least one and one-half (1½) credits in Physical Education and one half (½) credit in Health Education

411.02 – For students graduating in or after June 2018, in addition to the requirements found in 411.01(1), students must have completed their Personalized Learning Plan (PLP) including demonstrating proficiency in the following areas:

- A. Skills necessary to become a quality producer:
 - i. ability to communicate effectively using a variety of media
 - ii. ability to use appropriate technology
 - iii. ability to work collaboratively and independently
 - iv. ability to think creatively on a variety of levels (e.g. cognitively, intellectually, and socially)
- B. Problem solving and critical thinking
 - i. ability to identify problems and set goals

- ii. ability to gather and analyze relevant information from a variety of sources and technologies
 - iii. ability to critically evaluate information
 - iv. ability to develop strategies for attaining goals
 - v. ability to implement selected strategy
 - vi. ability to evaluate process and results
- C. Skills and understanding necessary to contribute to local and global communities
 - i. understanding the importance of individual differences and cultural diversity
 - ii. understanding and awareness of the importance of responsible citizenship and the manner in which our government operates at the local, state, national and global level
 - iii. understanding the importance of environmental responsibility
 - D. Attainment of a knowledge base in:
 - i. the creative arts, defined to include dance, literary arts, media arts (animation, film, video, audio, game creation), music, theater, and visual arts and design (architecture, graphic arts, industrial design)
 - ii. those necessary to live independently, including a knowledge base in personal finances
 - iii. employment skills employed, including technical writing
 - E. Demonstrated skills that foster continued personal growth and reflect a character of responsibility and accountability
 - i. the ability to set, and strive to attain, challenging personal, career, and educational goals
 - ii. the ability to be flexible, adaptable and self-directed
 - iii. the ability to anticipate and accept consequences of his/her actions

Students in special education programs can graduate based upon completion of the goals specified in their Individualized Education Program (IEP).

411.03 – Students in Alternative Education Programs can graduate from Oregon High School based on meeting the requirements of their Personalized Learning Plans (PLP's) including passage of the HSED or GED tests. The District may also establish an Alternative Education Program which may award diplomas based upon satisfactory completion of a PLP, which shall include completion of 15 designated credits (including required state credits).

411.04 – Graduation Exercise Policy – Students who meet the district's graduation policy may obtain their diploma. Students do not have to participate in the graduation ceremony to obtain their diploma. Participation in the graduation ceremony is considered a privilege that students must earn as a result of meeting the following requirements.

- **411.04.01:** Completion of the District's Graduation requirements
- **411.04.02:** Payment of financial obligations relating to district fees and fines.
- **411.04.03:** Return of all District Equipment and Property.
- **411.04.04:** Compliance with attendance requirements and obligations
- **411.04.05:** Demonstration of behavior that meets the expectations of appropriate school conduct.

A student's ability to earn the privilege to participate in the graduation ceremony will be determined by the high school principal. If it is determined that a student has not earned such a privilege, the student and the student's parents and guardians will be notified as soon as possible.

411.05 – Early Graduation

- **411.05.01(A):** The normal and expected program leading to a diploma anticipates four years of full time attendance. We recognize that it is possible that some students may fulfill all requirements for graduation in less than four years. We also recognize some students may need to take more than four years.
- **411.05.01(B):** Early graduation should be a planned program involving parents, student and school personnel. Application for early graduation must be made to the principal at least one semester before the intended graduation date.
- **411.05.01(C):** A student wishing to graduate early must indicate to the principal no later than the end of the seventh semester if he/she wishes to be involved in the spring graduation ceremony.
- **411.05.02: Class Rank Computation Guidelines for Early Graduation** – If the approval for early graduation places a student in a graduating class other than the class in which the student was projected to graduate as a ninth grader, class rank in the graduating class shall be based on the student's grade point average at the end of the semester prior to the semester of graduation. The early graduate shall be eligible for all honor, awards, and scholarships to which the student's grade point average and class rank qualifies him/her in the year he/she graduates.

411.06 – Later Graduation – Any student who plans to graduate in four years or less must be a full time student while enrolled at Oregon High School. For those who need more than four years, attendance may be on a part-time basis.

Legal References: WI State Statutes 118.30; Wis. Stat. 118.33(1m)(a)

Adoption Date: 12/9/1991; Revised: 3/10/1997, 10/26/1998, 7/24/2000, 12/11/2000, 6/11/2001, 6/24/2002, 10/27/2003, 2/13/2012, 2/11/2013, 11/09/2015

711: HEALTH SERVICES

711.01 – School nursing services will be provided under the direction of a registered nurse(s) qualified to practice in the State of Wisconsin as defined by s. 441.50 (2) (j).

711.02 – The goals and objectives of the school health team are focused on the following:

- **711.02.1: Health Education** – presentation of programs related to health promotion and disease prevention.
- **711.02.2: Communicable Disease Control** – responsibility for the prevention and control of communicable disease.
- **711.02.3: Health Screening Programs** – provide vision screening and hearing screening.
- **711.02.4: Emergency Nursing Services** – participate in committees convened for the purpose of developing and reviewing emergency nursing and medication administration policies and procedures for schools.
- **711.02.5: Student Health** – case finding and referral services for children (and families) with health needs; coordinate a process to inform staff of medically involved children in a timely manner, facilitate the training of staff working with medically fragile children, coordinate and monitor the administration of medication to students.
- **711.02.6: Data management** – develop and implement procedures for the collection of health and development data about students consistent with state law.

711.03 Emergency care for accidents and illness at school will be coordinated by the school nurse, secretaries, educational assistants, coaches, bus drivers and other personnel will be given first aid and CPR training so each building and/or program has appropriate first aid available. These trained personnel will be designated as first responders in emergencies. The EMS and local health providers also may be called.

Revised: 10/24/1994, 12/12/1994, 4/11/2011, 6/11/2012

712: EMERGENCY NURSING SERVICES

712.01 – Emergency Nursing Service Providers – Emergency nursing services will be provided to students and staff under the direction of a nurse currently registered in the State of Wisconsin.

712.02 – School Day First Aid/Emergency Care – During the school day direct first aid and emergency care will be provided by assigned staff members who have completed an approved course in emergency first aid and/or CPR. Consultation and advice shall be available from the school nurse when questions arise.

Instructions on the school's emergency nursing policies and procedures will be given to school personnel prior to extracurricular events and field trips. School personnel will have a copy of health concerns list and first aid kits available during all extracurricular events and field trips.

712.03 – Medical Direction – Medical direction for emergency nursing services shall be provided by a licensed physician.

712.04 – Emergency Procedure Reference Guide – Emergency care procedures for specific conditions due to illness or incident are adapted from the American Red Cross reference guide. This reference will be provided for use in all buildings and a copy will be available in the health office as well as in all first aid kits.

712.05 – Health Office – The health office shall be open to students and staff during the school day. Equipment and supplies will be inventoried and maintained by designated staff persons.

712.06 – Emergency/Illness Notification Form – Emergency contacts for each student and school employee will be identified and updated annually. This information will be collected by the building secretary and filed. District staff information will be filed in the District Office.

712.07 – Health Services Log – A daily log will be kept by staff providing health services. Information to be recorded will include school year, date, time-in, time-out, student's name, reasons for care, brief account of observations and service given, whether parents were notified, disposition and staff initials.

712.08 – Illness/Emergency Student Release from School – If the designated caregiver determines that a student or staff should go home, the school office shall be notified immediately. For students, the caregiver or office staff shall contact the parent/guardian or designated person. No student will be sent home unless this contact has been made. Under no circumstances will a student be sent to an unsupervised home without parental permission.

712.09 – Emergency Vehicle Transportation – In life threatening situations or when emergency vehicle transportation is indicated, the appropriate EMS will be called by the building administrator/designee by dialing 911.

712.10 – Administration Notification – An administrator shall be notified as soon as possible in the event of an injury occurring at school or at a school-related event. An incident report shall be completed by the emergency caregiver.

712.11 – Incident Reporting – An incident report shall be completed within 24 hours.

712.12 – Medication Administration – In all instances where medication is to be administered in schools, the physician prescribing the medication has the power to direct, supervise, decide, inspect and oversee the administration of such medication (WI Act 334). In order to ensure that the physician retains the power to direct, supervise, decide, inspect and oversee the implementation of this service, NO medication, including over the counter medications, shall be given to a student by any employee of the Oregon School District unless written permission is obtained from parent/guardian.

Medication administration may be delegated by the school nurse to any school employee with proper training, supervision, and evaluation as defined in Wisconsin Administrative Code N.6.01 and DPI training guidelines. Determining such individuals will be the joint responsibility of the building administrator and the school nurse. The school employee who is authorized to administer medication is immune from civil liability for his or her acts or omission in administering medication to a student unless the act or omission constitutes a high degree of negligence. District School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act; therefore, they are not necessarily immune from civil liability for the aforementioned acts or omissions. The Oregon School District building administrator or principal who authorizes an employee or volunteer to administer a drug or prescription drug to a student will be immune from civil liability for the action authorized, unless a court determines that the action constitutes a high degree of negligence.

Training of designee:

The health care professional, in collaboration with a school administrator, has the authority to delegate medication administration to a school employee in compliance with Wisconsin State Statute 441.06(4) and Wisconsin Administrative Code N 6.0(3) if the following are met:

- a. The task must be commensurate with education, preparation, and demonstrated abilities of the appointed staff.
- b. The school nurse provides direction (training) and assistance to the delegate.
- c. The appointed staff's administration of medications is periodically observed, monitored, and documented by the school nurse.
- d. The appointed staff completes the online DPI training course, or other DPI approved training program for the medication(s) to be administered. Documentation of completed course will be submitted to school RN nurse.
- e. School personnel will be informed on a need to know basis when a student is taking medication for serious or chronic health conditions, so that they can observe for side effects to the medications.

712.13 – Student Health Records – A personal health record shall be on file for each student and shall be updated at least annually or as changes occur.

712.14 – Communicable Disease – Communicable disease control procedures shall be maintained in cooperation with the Dane County Public Health Nursing Division. Federal and State regulations and guidelines and Center for Disease Control guidelines shall be followed when considering attendance/exclusion of students or school employees who have a communicable disease. Any principal/designee or nurse serving the school may send home for the purpose of diagnosis and/or treatment, any student/employee suspected of having a communicable disease or condition having the potential to affect the health of other students and staff. The student/employee shall remain excluded until such time as it is determined by a health care team that the risk of transmission has subsided.

712.15 – Emergency Care Liability Insurance –

Personnel designated to provide emergency care shall be covered by liability insurance purchased by the school district.

712.16 – Nursing Services Safety Regulation – An annual review shall be made of the emergency nursing services and school safety regulations.

712.17 – Confidentiality – Confidentiality standards shall be maintained according to federal and state regulations and guidelines.

Legal References: Wi. State Statutes 143.12(1)(6) DHSS 145 Wis. Admin. Code

Adopted: 10/22/1988; Revised: 9/21/1989, 12/12/1994, 3/22/1999, 10/13/2001, 6/11/2012

Emergency Nursing Service Procedures

712.18 – Emergency Nursing Service Providers

Procedures

- **712.18.1:** The nurse will:
 1. Assist in the arrangement for appropriate training of those persons in each building designated to handle emergencies.
 2. Function as a resource to these designated persons.
 3. Participate on the school district's Health and Safety Committee.
 4. Identify areas of the emergency care plan in need of change or improvement.

712.19 – School Day First Aid/Emergency Care Procedure

- **712.19.1:** At the beginning of each school year, school administration will identify in writing at least three staff members in each building to serve as backup for the health office and submit their names to the Director of Special Education.

- 712.19.2: Inservice programs will be provided for those designated persons to train and/or update them in first aid, CPR and the school district's emergency nursing policies and procedures. This will be arranged annually.
- 712.19.3: The nurse shall meet annually with designated emergency service staff to review areas of concern or interest. The nurse shall meet on an individual need basis when appropriate.
- 712.19.4: The responsible person(s) supervising an extracurricular activity or field trip shall have the confidential health concerns list and emergency information available, including phone numbers of parent/guardian and alternate contacts, should an emergency arise.
- 712.19.5: First aid kits, located in each building health office, will be available for all extracurricular field trips. (See Appendix for content list). The Health Assistant will keep the first aid kits stocked.
- 712.19.6: The person assigned to the health office will be notified of field trips and extracurricular activities. First aid kits are to be obtained from the health office or building secretary.
Signed permission forms must be on file. All medication and care provided to students must be documented and signed.

712.20 – Medical Direction Procedure

- 712.20.1: Each school year the district will arrange for a licensed physician to serve as the medical advisor for emergency nursing services.
- 712.20.2: The medical advisor will annually review and approve policies and procedures for emergency nursing services and the adequacy of training of designated staff.
- 712.20.3: The medical advisor will be available for consultation and approval of new policies and procedures developed during the school year. Arrangements for this will be made through the Director of Special Education.

712.21 – Emergency Procedure Reference Guide Procedure

- 712.21.1: Emergency policies and procedures will be reviewed by the nurse prior to the first day students are in school.
- 712.21.2: Emergency procedures will be reviewed with the entire staff at the beginning of each school year and with all new staff members added throughout the year.
- 712.21.3: First aid for minor injury or illness is the responsibility of the teacher. For further care or assessment the child will be referred to the health office. The health office staff will notify the nurse or parent/guardian as needed. If an injury or illness that did not occur at school needs to be evaluated, the matter will be referred to the school nurse or health office staff.
- 712.21.4: Children who have communicable diseases shall be excluded from school according to Wisconsin Administrative Rule HSS 145.
- 712.21.5: By October 1 of each school year, a confidential health concerns list will be developed by the Health Services Team identifying students with known conditions that could develop into an emergency situation, such as diabetes, seizure disorders, and allergies. This list will be made available to all district staff and bus drivers working with these students. Confidentiality standards are to be maintained with respect to this information.

712.22 – Health Office Procedure

- 712.22.1: The health office for each building will be identified to all staff at the beginning of each school year.
- 712.22.2: Readily accessible equipment and supplies adequate for emergency nursing services will be stored in the health office of each school building.
- 712.22.3: Minimal first aid supplies for minor injuries will be available to classroom teachers at the beginning of the school year. It will be the responsibility of classroom teachers to restock these kits as necessary during the school year.
- 712.22.4: A pass from school staff will accompany each student to and from the health office. Children should not be sent to the health office without ensuring that a staff member is present. When the designated staff person is not in the health office, contact office personnel.
- 712.22.5: Designated staff persons will inventory and restock health office supplies annually.

712.23 – Emergency/Illness Notification Form Procedure

- 712.23.1: The enrollment form for each student registered will be sent home for parent/guardian completion. This is to be returned immediately. For students entering during the school year, the form is to be completed by the parent/guardian at the time of registration.
- 712.23.2: Emergency phone numbers will be on file in each building office and will be readily available for use by designated personnel during the school day.
- 712.23.3: Emergency contacts for employees will be identified and updated annually. This

information will be filed in the district office personnel file.

712.24 – Emergency Services Log Procedure

- 712.24.1: A daily log will be kept by staff providing emergency services. Information to be recorded will include school year, date, time-in, time-out, student's name, grade, teacher, reasons for care, brief account of observations and service given, whether parents were notified, disposition and staff initials.
- 712.24.2: The nurse will review the logs for utilization of service, types of illness and injuries, and adequacy of care. This information will be reviewed annually.
- 712.24.3: WIAA incident and non-athletic report forms will be completed if medical attention is required, or if a possibility exists that the incident could result in later medical attention (within 24 hours).

712.25 – Emergency/Illness Student Release from School Procedure

- 712.25.1: When the extent of injury/illness has been assessed and it is the opinion of the emergency care giver that the child is to go home:
 1. Contact parent/designated other to inform them of the nature of the illness/injury and what action has been taken thus far.
 2. Determine who will be picking up the child and when they will arrive. Instruct them where the child will be waiting.
 3. Assist child with the necessary preparation for leaving school.
- 712.25.2: If the child is suspected of having a communicable disease, he/she shall not be allowed to remain in the classroom while waiting for parents to arrive.
- 712.25.3: A child who is seriously ill will not be left unattended while waiting for parents to arrive.
- 712.25.4: In the event that a parent has no available transportation and the child is too ill to walk home, the building administrator shall be consulted. If necessary, the administrator may provide transportation or authorize the use of other emergency care.
- 712.25.5: If parent/guardian does not arrive in a timely manner, the school nurse and building administrator shall be consulted. If necessary, the administrator may provide transportation or authorize the use of other emergency care.

712.26 – Emergency Vehicle Transportation Procedure

- 712.26.1: If it is determined by the emergency care giver that the illness/injury is life threatening and immediate medical attention is indicated, health office staff or other designated school staff will remain with the student to provide first aid.
- 712.26.2: The administrator/designee will instruct a second adult to call the EMS and then parents. EMS personnel shall be given the name and address of the school and the location of the student. Another party will then be designated to wait for EMS to arrive and direct them to the student.
- 712.26.3: Student's emergency information must be obtained from the school office and given to EMS prior to transporting. However, EMS will make the final decision regarding transportation. If a parent is not available to accompany the student, a designated staff person will accompany the student.
- 712.26.4: Any care given shall be documented.
- 712.26.5: Charges for EMS services will be handled by parents/guardian unless other arrangements are made with the school.

712.27 – Administration Notification Procedure

- 712.27.1: Incidents to be reported may include:
 1. those that occur in school buildings
 2. those that occur on school grounds.
 3. those that occur on buses or bus stops.
 4. those that occur at any school-sponsored activity.
 5. those that require physician services.
 6. those that might result in liability in the future.
- 712.27.2: The emergency caregiver shall notify the administrator/ designee immediately following the incident.
- 712.27.3: An incident report shall be initiated by an adult witness to any "reportable" incident. The emergency care provider shall complete the incident report. The incident form shall be submitted to the building principal and school nurse within 24 hours (See Appendix).
- 712.27.4: The incident reports will be reviewed annually by the school district's Health and Safety Committee.

712.28 – Incident Reporting Procedure

- 712.28.1: The incident report (See Appendix) will be completed for all reportable incidents by the emergency caregiver. The completed report is to be submitted to the building principal and school nurse within 24 hours.
- 712.28.2: A copy of all completed incident forms shall be provided to the District Office by

the school nurse.

- 712.28.3: If an employee is injured while on duty, an “Employer’s First Report of Incident or Disease” form must be completed. This form is to be submitted to the building secretary as soon as possible after the injury.
- 712.28.4: Incident reports will be reviewed by the school district’s Health and Safety Committee and school nurse with the goal of increased safety in the school environment (Refer to 712.16).

712.29 – Medication Administration Procedures

- 712.29.1: Written instructions will be obtained for the administration of the prescribed medication (See Appendix). Such instructions shall be signed by the prescribing physician, certified nurse practitioner or physician’s assistant (MD, CNP or PA). These written instructions will:
 1. identify the specific conditions and circumstances under which contact should be made with MD, CNP or PA in relation to the condition or reactions of the student receiving the medication or procedure, and
 2. reflect a willingness on the part of the MD, CNP or PA to accept direct communications from the person administering the medication or performance of a nursing procedure.
- 712.29.2: Signed consent will be required from the parent/guardian for the administration of prescribed medication(s) or the performance of a nursing procedure. This written statement will:
 1. authorize school personnel to give the medication or perform nursing procedure as prescribed by the MD, CNP or PA, and
 2. authorize school personnel to contact the MD, CNP or PA directly.
- 712.29.3: Medication will be administered, and procedures carried out only under the direction of the school nurse when the Parent Consent Form and the MD, CNP or PA Order Form are completed and returned to the school health office. (712.12)
 1. Parent Consent Form must be filled out by the parent/legal guardian and returned to the health office.
 2. Physician Order Form must be filled out by the prescribing MD, CNP or PA and on file with the health office.
 3. The health office staff shall maintain an accurate medication/procedure file which includes all of these necessary forms on each student receiving medication or procedures.
 4. Any change in orders must be communicated to the health office staff by either the MD, CNP, or PA and parent/legal guardian and documented in the student’s file.
- 712.29.4: Medication to be given in the school must have the following information printed on the original container (including over the counter medications):
 1. Child’s full name
 2. Name of the medication and dosage
 3. Time to be given, and
 4. MD, CNP, or PA’s name
- 712.29.5: Medication will be administered to the child at the designated time by the health office staff or by the other individuals who have been authorized to do so by the school administrator. (712.12)
- 712.29.6: Parents are responsible for supplying the health office with the medications, including over-the-counter medications.
- 712.29.7: No medications/procedures will be administered or carried out unless the above criteria are met.
- 712.29.8: An accurate and confidential system of record keeping shall be established for each pupil receiving medication or performance of a nursing procedure.
 1. A list of pupils needing medication during school hours should be in the school health office. It should include the type of medication, the dose, the time to be given and the date the medication is to be discontinued. This list should be continuously updated.
 2. An individual Medication Administration Record (MAR) for each student receiving medication shall be kept, identifying the type of medication, the dose, the time given, the duration, a record of the medication amount and any changes in the above. (See Appendix)
- 712.29.9: School personnel are asked to report any unusual behavior of student on medication.
- 712.29.10: School personnel will not provide aspirin or other non-prescribed medicine to students without having written authorization from the student’s parent/guardian. All medications, including over-the-counter medications, must be provided by the parent/guardian. Medication can only be administered to the student for whom it is labeled.
- 712.29.11: Provided that the Parent Consent Form is on file, a school nurse may obtain a verbal order from a MD, CNP or PA and must follow the above procedure. All verbal orders must be followed by a written order within the next ten (10) school days.
- 712.29.12: In the event of field trips, the health office staff will notify the lead teacher of students requiring medication. The health office staff will prepare the medication for the field trip. The lead teacher is responsible for administering all medications. Training will be provided under WI Statute section 1118.29. When the parent is present, the parent may administer the medication or procedure in consultation with the lead teacher. Documentation of administration of medications will be completed on the student’s MAR, upon return to the school district.
- 712.29.13: Students may carry and self-administer inhalers when signed consent is obtained by both the student’s physician and parent/guardian. (See Appendix)
- 712.29.14: Over the counter medications and prescription medications except controlled substances may be carried and self-administered by students in grade 7 and above with written parental permission.
- 712.29.15: Controlled substances such as Ritalin and Dexedrine, are required to be stored, locked and administered by school personnel at all grade levels.
- 712.29.16: The provisions in 712.29 apply to field trips and other school sponsored activities.
- 712.29.17: Procedure For Receiving Medications – Health office staff will:
 1. Make sure proper forms from MD, CNP or PA and parents are received.
 2. Verify that information on bottle matches MD, CNP or PA order. If information does not match, the School Nurse will contact MD, CNP or PA to clarify order and re-label bottle, accordingly and record verbal order in student’s health file.
- 712.29.18: Two OSD employees will count all scheduled medications received, and document on medication record. If there is a discrepancy, contact the school nurse or administrator before dispensing medication.
- 712.29.19: Procedure For Returning Medications – Health office staff will:
 1. Verify with parent/guardian that student’s medication is discontinued and document on MAR.
 2. Notify parent/guardian to retrieve discontinued/unused medication within 1 week or it will be disposed of. When medication is disposed of it must be witnessed by another OSD employee and documented on MAR.
- 712.29.20: General Principles Of Medication Preparation and Administration
 1. All medications will be kept in a cupboard or drawer that can be securely locked.
 2. Medications are to be maintained or arranged in an orderly fashion to avoid confusion and eliminate the chance for error.
 3. Labels of all medications must be clear and legible. Medication will never be given from an unlabeled container. Expiration dates of all medication need to be checked on when received (i.e., Epi-pen, glucagon, over counter meds).
 4. Medications must be kept in a refrigerator, as designated on the label. Only food necessary for treatment of student health concerns may be kept in health office refrigerator.
 5. Proper forms must be received for every medication to be administered in school. Forms received during the school year cover the following summer for summer school. These forms will be forwarded to the appropriate school for the summer session the student is attending.
 6. When identifying the child with a medication order, always have someone available who knows the child if the child is not known to you and/or cannot identify him/herself.
 7. When preparing medications, read the label three times: (1) as you remove the medication from the shelf/box; (2) before removing the dose from the container – comparing the label to the prescription; (3) and before returning the container to the shelf.
 8. Do not administer medications prepared by someone else.
 9. Before administering any medication, wash hands thoroughly.
 10. Make sure the prescription transcription from the physician order form corresponds exactly to the medication flow sheet. Your transcription should be checked by a second person to avoid error.
 11. When administering pills or capsules, wash hands, pour medication into the bottle cap or disposable med cup. Avoid handling the medication whenever possible.
 12. Measure doses of liquid medication accurately. A teaspoon is not an accurate device. Use a syringe, marked medication cup, etc. Measure liquids at eye level. Do not pour liquid medication back into the original container once it has been dispensed.
 13. When preparing medications concentrate your whole attention on what you are doing. Do not permit yourself to be distracted while preparing the med. Follow the 5 “R’s”: Right student, Right medication, Right dose, Right route, Right time.
 14. Be sure the child swallows the medication in your presence. You may need to visually or manually check the child’s mouth. It is the responsibility of the person administering the medication to directly observe the student swallowing the medication.
 15. When provided by a parent, sauce, fruit juice, pudding, ice cream, jelly etc. can be used

to help children who have difficulty swallowing pills and medicinal liquids. Remember to check with the nurse regarding the acceptability of opening capsules or crushing pills of any kind. Changing the form can alter the way in which certain medications are absorbed.

16. Charting is done immediately after administering each medication. Refusals and absences are to be charted on the flow sheet. Notations about the child regarding the medications are to be charted in the student health record.

17. If an error is made in giving medication, including omission, consult with your nurse or nurse practitioner as soon as the error is recognized. Chart the incident in the student health records, complete the Medication Incident Report form and send to Director of Special Education in writing. (See Appendix) Parents will need to be notified. Early intervention is the key to avoiding complications should an error be made.

● 712.29.21: Emergency Medication

1. Goal:

a. Safe administration of an Emergency Medication (Diatat, Epi-Pen, Glucagon)

2. Procedure:

a. Assess situation/Student health need/Determine need for emergency medication

b. Follow Emergency care plan/Procedure in giving emergency medication

c. Call 911/School Nurse/Parent

d. Give Emergency Medication-(Medication given by RN or designated trained staff)

e. Maintain student in safe environment until EMS arrives

f. EMS transport to Hospital – all students will be released to EMS for transport to Emergency Room

g. If parents are unable to meet the ambulance a school representative must ride along to hospital.

● 712.29.22: Diastat Procedure

1. In an event of a tonic clonic seizure (lasting longer than 5 minutes or at onset of seizure depending on doctors order) of a known Epileptic with Physician orders for Diastat. Staff to notify school nurse at onset of seizure.

2. Trained Staff (staff must also have CPR training) must do the following:

a. Assess respiratory rate, pulse and skin color

b. Give Diastat per package insert (written permission from doctor and parent must be on file-see medication administration policy)

○ Establish privacy for child, clear immediate area

○ Turn child onto their side where they can't fall

○ Put on protective gloves

○ Remove protective cap and lubricate tip

○ With the child facing you, bend the leg forward to expose the rectum

○ Separate buttocks and insert syringe into the rectum

○ Slowly count to 3 while gently pushing the plunger in until it stops

○ Slowly count to 3 before removing syringe from rectum

○ Count to 3 while holding the buttocks together to prevent leakage.

3. Call 911 for ER transport (seizure could reoccur when medication wears off.)

4. Assess respiratory status, pulse, and skin color at all times

5. Stay with student until EMS arrives

● 712.29.23: Epi-Pen Procedure

1. In the event of a possible anaphylactic reaction give Epi-pen as per health plan.

2. Trained staff must do the following:

a. Assess student for known exposure to allergen and follow individual health plan

b. If Epi-pen is needed do the following:

○ Call 911/School Nurse/Parent

○ Have student lie down

○ Take Epi-pen out of holder

○ Remove cap

○ Grasp pen firmly and press orange tip into students leg muscle

○ Hold for 10 seconds

○ Remove Epi-pen out of holder

○ Remove gray cap

○ Grasp pen firmly and press black tip into students leg muscle

○ Hold for 10 seconds

○ Remove Epi-pen from leg and put back into holder

c. Reassess breathing status (Epi-pen should help the reaction within 1-2 minutes)/try and keep student calm

d. If symptoms do not improve or get worse (Epi-pen will wear off in 15-20 minutes) give second Epi-pen if available.

e. Stay with student until EMS arrives.

● 712.29.24: Glucagon Procedure

1. In the event that a known Type I Diabetic is unconscious or unable to swallow, give glucagon.

2. Trained staff must do the following:

a. Assess if student can swallow without choking, if unable

b. Call 911/School Nurse/Parents

c. Get Glucagon kit and give as instructed:

○ A glucagon emergency kit has bottle with glucagon powder inside and a syringe filled with liquid that is used to dissolve the powder

○ Take off hard plastic cover on bottle

○ Using the syringe, squirt the liquid into the bottle, swirl it around until it is clear

○ Draw all the medication out of the bottle (1 cc)

○ Push needle into the upper leg muscle, go right through their pants if you need to

○ Push plunger to expel medication into leg

(Glucagon is a signal for the liver to release sugar. It is not sugar. It will take 10-20 minutes to work)

d. Turn student on their side. Student may throw up after getting a glucagon shot.

e. Once awake offer sugar (juice, soda) if they can tolerate it.

f. Stay with student until EMS arrives

712.30 – Student Health Records Procedure

● 712.30.1: Immunization record must be completed and on file in the school district within 30 days of entry.

● 712.30.2: Physical, dental and, eye examinations are recommended for each child before entering kindergarten. Forms for these exams will be provided to the parent at the time of kindergarten registration.

● 712.30.3: Parents/Guardians will be provided with a verification form that requests current health information at the beginning of each school year.

● 712.30.4: The health information will be reviewed by designated staff. Parents/Guardians of students with identified health needs may be contacted for additional information to ensure the best care of their child.

● 712.30.5: The designated staff person will develop a Health Concern list for school staff regarding students who have health issues that could develop into an emergency situation, or who have special health needs.

● 712.30.6: A confidential cumulative health record will be filed for all students. Significant health information and results of screening programs will be kept in this record. (Refer to 731.17)

712.31 – Communicable Disease Procedure

● 712.31.1: Any school employee receiving notification of a child's absence due to communicable disease shall report this to the health office staff. Those diseases identified as reportable by name shall be referred immediately to the nurse or the Public Health Division Epidemiology staff for prompt follow-up.

● 712.31.2: A copy of Wisconsin Communicable Disease chart will be posted in the health office of each building.

● 712.31.3: Students who are suspected of having a communicable disease will be sent home. (See Policy 712.08.4) [Section 143.12 (1) and (6) WI Statute, DHSS 145 WI Administrative Code.]

● 712.31.4: Employees who have or are suspected of having a communicable disease that may expose others to significant risk shall be excluded from work until they no longer pose a significant health risk. Appeal of a decision to excuse an employee from work can be made as in Procedure G below.

● 712.31.5: School administration may require a physician's statement about a student's/employee status to attend school when such person has been suspected of or diagnosed as having a communicable disease.

● 712.31.6: Temporary exclusion from school/work may be in effect until such time as the appropriate administrative health care team determines that the risk of transmission has abated and that the student/employee can return to school/work with any necessary modifications or individual program plan in place.

● 712.31.7: In situations where there is disagreement with the administrative health team's decision or recommendation, an appeal may be made to the district administrator or designee and shall include the following:

1. Statement of facts

2. Statement of relief requested

3. Statement of any necessary medical information required

The district administrator or designee shall render a decision in writing within five days of receipt of the appeal. In the event there is disagreement with the district administrator's decision, the matter may be appealed within five days to the school board. A "day" shall be defined as those days that school is in session.

- 712.31.8: Guidelines outlining safe procedures for handling of body fluids shall be included in all health services and custodial services manuals. Information regarding handling of body fluids shall be posted in/near custodial cleaning material storage areas and the health office of each building.

712.32 – Emergency Care Liability Insurance Procedure

- 712.32.1: The liability insurance for the school nurse(s) will be provided by the OSD.
- 712.32.2: The school administrator and the Board of Education will be responsible to assure liability coverage for all designated school employees

712.33 – Nursing Services Safety Regulations Procedure

- 712.33.1: The school district's Health Services Review Committee will meet annually.
- 712.33.2: An annual report of the frequency and types of incidents and illnesses treated by the health office staff will be completed by nursing staff.
- 712.33.3: The agenda for the annual meeting will include a review of emergency nursing policies and procedures, health office staff report, and any health concerns that have arisen throughout the year.
- 712.33.4: Any suggested changes in policy or procedure must be approved by the BOE prior to their adoption [CJW24].

712.34 – Confidentiality Procedure

- 712.34.1: Immunization records are not considered part of the confidential cumulative health record and will be included with the cumulative school record when a child transfers to another district.
- 712.34.2: All other health-related information concerning individual students shall be considered confidential.
- 712.34.3: Each student enrolled in the district shall have a confidential cumulative health record to be kept securely in the health office for documentation of information related to student's health or medical needs.
- 712.34.4: Access to these records can be obtained by administrators, office staff, health office staff and will be maintained confidentially.

Appendix A – First Aid Kit – Please return this fanny pack to the School Health Office after your field trip. The following supplies should be in this kit. (The supplies will be restocked or replaced as needed by the Health Office Staff)

First Aid for Schools Pamphlet

Feminine Napkin(s)

Assorted Band-Aids

1 – Sealed Health Concern List

4 – Temp-A-Dots (individual)

6 – Antiseptic towelettes

2 – 3x4 non-adhesive gauze

2 – 2x3 Telfa gauze

1 – Laerdale Resuscitator Mask

8 – Nonsterile gloves

4 – Drinking cups

2 – Large Band-Aids

2 – Instant Disposable Ice Packs

1 – Bottle Eyewash

1 – Roll of Tape

1 – Small notepad

1 – Pencil

1 – Sheet large & 1 Medium butterfly closures

1 – Elastic Ace Wrap

1 – Gauze roll (3x10)

1 – Bag 4x4 gauze

4 – Sterile 2x2 gauze

If this first aid pack is found, please phone the Oregon School District at (608) 835-4000, Ext 4109 and leave a message of your name and location. Thank-you!

Appendix B – Health Services – Please KEEP this bulletin so that you may refer to it throughout the year when questions arise concerning school health policies and rules; or visit our website at:

<http://www.oregon.k12.wi.us/public/health/>

- Health Services – The Oregon School District has a Health Services Team that provides health care services to students while they are at school. This team consists of two School Nurses and six Health Assistants. The Oregon School District maintains a Health Office in each school. The goal of the Health Services Team is to assist in maintaining each student's optimum physical, emotional, and social health, so he/she can realize the maximum benefit from the school's educational program. This health service includes areas of health needs of children with disabilities and management of communicable diseases.

The school nurse is responsible for:

1. Training school staff and overseeing the administration of medications and other

medical procedures;

2. Overseeing the operation of the health offices in each school;
3. Being available to students, family, and staff regarding health related questions or concerns;
4. Updating and maintaining accurate and current student health records;
5. Reviewing and revising policies and procedures pertaining to student health services.

As a member of the pupil services team, the school nurse works closely with the school psychologist, guidance counselors, administrators, and special education teachers. The nurse is an interpreter and liaison between school staff and family, the physician, and community health and other agencies. Parents are encouraged to contact the school nurse whenever they have questions or information concerning their child's health.

The District will continue to use the services of Dane County Public Health for guidelines and record keeping of communicable diseases, health screenings, immunizations, and community resources.

- Physical and Eye Examinations – Physical and eye examinations are requested for all students entering kindergarten. Forms for these examinations are given to all incoming kindergarten students prior to kindergarten screenings each spring. These forms are to be completed and mailed to the health office or returned to school with the student in the fall. It is also recommended that all students entering sixth grade should have a physical examination in preparation for attending Outdoor Education Camp in the fall.
- Immunizations – Wisconsin law requires that all students, kindergarten through grade 12, must provide evidence of complete immunization or submit a signed waiver claiming health, religious, or personal conviction reasons for not being immunized. A state immunization form with completed information must be on file in the Health Office within thirty (30) days of admission to school. **The new Wisconsin Student Immunization Law requires the VARIVAX (chicken pox vaccine) or record of the chicken pox disease for all students.** All students are also required to have 4 DPT, 4 Polio, 2 MMR, 3 HB (DPT – diphtheria, tetanus, pertussis) (MMR – measles, mumps, and rubella) (HB – hepatitis b).

The Dane County and Green County Health Departments hold free immunization clinics. These clinics are for all families regardless of financial status, and parents are urged to take advantage of the tax-paid service. For more information regarding clinic dates and locations, call the Dane County Health Department at (608)242-6520 or the Green County Health Department at (608)328-9390.

- Emergency Notification Information – Every family is required to provide the school office with current information necessary to help a child in case of an emergency. This information includes home phone number, place of employment and phone number of each parent, and the name and phone number of two responsible adults other than a parent, who will assume responsibility for your child in the event parents cannot be reached. In order to avoid delays in notifying parents when their child is ill or injured, it is extremely important that the health office in your child's school is notified EACH time any of these numbers change. Also included in emergency information are family preference of hospital, physician and dentist, and parent's signature authorizing emergency medical care. In addition, parents of sixth grade students must complete a health questionnaire/emergency permission form for their child. This is a requirement in order to attend the Outdoor Education Camp in the fall.

- Medications

1. Every attempt should be made by the parent and/or doctor to give a prescribed medication outside of the school day and thereby eliminate bringing the medicine to school. If your child is on some type of routine medication, we are not in any way suggesting that administration be changed or altered.

2. Procedures for Administration of Medications

a. Over-The-Counter Medicines – NO medicine (including Tylenol) will be administered by school personnel without *The Parent's Order for medication Form* being filled out, signed, and returned to the school. Physician's order not necessary for over-the-counter drugs, Wisconsin Act 334, May 1984, 118.9(2).

i. The Medication needs to be in the original labeled bottle.

b. Prescription Medication – Before a prescription medication is administered by school personnel or is self-administered, **both** *The Physician's Order for Medication Form* and *The Parent's Order for medication Form* must be filled out, signed, and returned to the school.

c. Self-Administered Medications

i. For the safety of all students, children in Early Childhood through grade 6 are not allowed to self-administer any medications (not prescription or over-the-counter). Exceptions are inhalers or other emergency medications approved by the nurse.

ii. Students in grades 7 through 12 may self-administer medication. Written permission from a parent must be on file in the health office. A physician's order is not required if a student is self-administering a prescription medication. **40**

school staff has the duty to revoke this privilege if the student does not act responsibly when self-administering medications.

iii. Any medication given by school personnel or self-administered by the student must be in the Pharmacy bottle if a prescription medication, or in the original bottle if an over-the-counter medication. These bottles must be labeled as follows:

- Students Full Name
- Name of drug and dose
- Time to be given
- Physician's Name (if drug is prescribed)

According to Oregon School District Policy 712.12, parents/guardians will have to pick up their child's discontinued or unused medication at the end of the school year. Medication is not stored over the summer months and will be disposed of if it is not retrieved.

413: HIGH SCHOOL EQUIVALENCY DIPLOMA AND HIGH SCHOOL DIPLOMA

413.01 – Students enrolled in alternative school programs may earn a HSED or a HSD depending on the program and the student's credit status upon entry.

413.02 – Only those students with senior credit status entering a HSED program who complete the program or students who have achieved the Oregon School District outcomes set for completion of an OHS Diploma will be allowed to participate in the OHS ceremony and related senior activities.

Legal Reference: Wi. Stats. 18.33(1)

Revised: 3/10/1997

323: HOMELESS CHILDREN

323.01 – Students who are homeless shall have equal access to the same free and appropriate public education as provided to other students who reside in the District. This policy will be implemented in accordance with federal and state laws, and the District's non-discrimination policy 157 which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender preference or identity or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures. (See Section 157)

323.02 – Children who are homeless as defined in Title X of the Federal Elementary and Secondary Education Act (re-authorized, January 8, 2002) (which generally means lacking a fixed, regular and adequate night time residence due to economic hardship), are provided certain protections guaranteeing access to appropriate educational opportunities.

• **323.02.1:** The District must designate a "Homeless Liaison".

1. The Homeless Liaisons for the District are:

Teresa Nicholas
Rome Corners Intermediate School
1111 S Perry Parkway | Oregon, WI 53575
Phone: 608-835-4180

OR

Amie Mitchell
Oregon High School
456 N Perry Parkway | Oregon, WI 53575
Phone: 608-835-4471

2. The Homeless Liaison is charged with the following responsibilities:

- (1) Ensure that homeless children and youth; (including unaccompanied youth)
 - Are identified and enrolled through coordination with school staff and community agencies,
 - Are not segregated or stigmatized; and
 - Enroll and have equal opportunity to be successful in school.
- (2) Inform homeless parents/guardians and unaccompanied youth of:
 - Available educational opportunities;
 - Enrollment and transportation rights;
 - The right to appeal enrollment and transportation decisions;
 - Meaningful opportunities to participate in the education of their child; and
 - Community health and social service programs.
- (3) Assist homeless parents/guardians and unaccompanied youth to:
 - Obtain medical and academic records for school enrollment,
 - Secure preschool placement for their young children,
 - Mediate enrollment and transportation disputes;
 - Verify eligibility for participation in child food nutritional programs.
- (4) Coordinate
 - With schools and community agencies to inform them of the educational rights of homeless children and youth,
 - With the state Education for Homeless Children and Youth (EHCY) program

coordinator to help homeless children and youth obtain the academic services they require to allow them to meet the same challenging State academic achievement standards to which all students are held.

• **323.02.2:** The District will immediately enroll a homeless child or youth, even if medical and/or academic records are not available. A student in an enrollment dispute situation must be immediately enrolled until the dispute can be resolved. The parent or guardian (or unaccompanied youth) must be provided with a written explanation, with appeal rights, of the school's placement decision if the decision is contrary to their wishes. Unaccompanied youth (homeless students who are not in the physical custody of parents or a guardian) may enroll themselves in school.

• **323.02.3:** Upon the enrollment of a homeless child or youth, school officials will, in consultation with the parent(s) or guardian(s), make a placement decision in the best interests of the child or youth. To the extent feasible, the District will continue the enrollment of a homeless child or youth in their "school of origin" for the duration of their homelessness, except when doing so is contrary to the wishes of the parent(s) or guardian (s). For the purpose of this policy, "School of Origin" is defined as the school the homeless child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

• **323.02.4:** At the request of the parent or guardian, transportation will be provided for a homeless child or youth (or unaccompanied youth) to the student's school of origin. If the student remains living in the District, the District is responsible for transportation. If the homeless student continues enrollment in their school of origin, and that school is not in the District, the District will coordinate transportation with the other district and the two districts will share the cost through the duration of the homelessness. If the two districts cannot agree on how to share the transportation cost, they will share the expenses equally. Transportation disputes should be referred to the Homeless Liaison for resolution.

• **323.02.5:** Should a child become permanently housed during the school year, the child will be given the opportunity to stay in their district for the remainder of the school year.

• **323.02.6:** If a child resides with a relative for an extended period of time (6 months or longer), the child will be considered to be permanently housed if: the family is sharing housing due to preference or convenience; the child is living with the relative in order to attend school in that district; or for other reasons the District determines the child no longer meets the definition of homeless under federal law. Under this circumstance, transportation will be discontinued for out of district students at the end of that school year.

• **323.02.7:** If a dispute arises under this policy, and the Homeless Liaison is not able to resolve it, appeals shall go to the District Superintendent. If the parent, guardian or unaccompanied youth is not satisfied with the decision, he or she may timely appeal to the decision to the Office of Coordinator for Education of Homeless Children and Youths in the Wisconsin Department of Public Instruction.

Adoption Date: 7/14/2003; Revised: 1/9/2006, 7/23/2007, 8/10/2015

333: INBOUND EXCHANGE STUDENT PROGRAMS

333.01 – The District benefits from the cultural diversity afforded by having a student body which includes students from other countries.

333.02 – An organization planning a student exchange program must receive District approval pursuant to guidelines established by the Superintendent.

333.03 – An approved sponsoring organization is limited to the placement of no more than two (2) exchange students at one time. If spaces remain available for additional exchange students a sponsoring organization may request an additional placement. The District reserves the right to approve or deny such requests. The District may limit the number of exchange students enrolled at the high school each school year.

333.04 – The student must have been in good academic standing in his/her native country.

333.05 – The student must reside with a school district resident.

333.06 – The organization representing the exchange student shall establish to the satisfaction of the administration that an adult in this district has the authority to act in loco parentis.

333.07 – The local program representative or host family must provide the school with the following information concerning the student:

1. Insurance (medical and accident coverage);
2. Permission to participate in athletics;
3. Physical examination form with required immunizations;
4. Other requested information.

333.08 – The student, or students, will become a part of the student body upon formal enrollment and will be treated as any other student enjoying the privileges and responsibilities of attending high school. The students, or students, are expected to abide by all District policies, rules and regulations and their sponsoring organization. The District reserves the right to terminate an exchange student's enrollment when, in its judgment, the student's continued enrollment would be detrimental to the exchange student or to other high school students.

333.09 – The student must register as a full-time student for credit classes.

333.10 – The student will not be class ranked.

333.11 – Failure of individual organizations to abide by District policies and procedures may result in future non-participation in exchange programs with that organization.

333.12 – The exchange student may participate in high school graduation ceremonies and receive a diploma or may receive an honorary certificate if the student does not qualify for a diploma.

Legal Reference: 121.84(1)(c)

Adopted: 6/12/1995; Revised: 10/13/1997, 10/25/2004, 10/8/2007

354: INSTRUCTIONAL MATERIALS SELECTION

• **354.01.1:** The Oregon Board of Education, as the governing body of the school district, is legally responsible for all instructional materials utilized within the instructional program of the Oregon Area School District.

• **354.01.2:** Instructional Materials are all materials and resources used to deliver District curricula for student and/or teacher use. These materials include both print and non-print media: books, pamphlets, magazines, motion pictures, online programs and resources, audio media, video media, transparency materials, computer software, etc.

354.02 – Selection of Instructional Materials – The selection of instructional materials to be used shall be made by the teachers of that subject area, the building administrator(s) and the Director of Instruction. The selection process should coordinate curriculum development, exit outcomes, and any applicable state and national standards. Final selection of instructional materials must be approved by the Director of Curriculum and Instruction prior to purchase. The following shall be considered in selecting instructional materials:

• **354.02.1:** The materials align with District curricula.

• **354.02.2:** The materials contribute to the achievement of District proficiency standards.

• **354.02.3:** The instructional practices, use of assessment, supplementary materials and activities align with and extend the District curricula.

• **354.02.4:** All applicable vendor options were considered.

• **354.02.5:** Materials coordinate with the cyclical curriculum development process and are prioritized accordingly.

• **354.02.6:** Cost.

• **354.02.7:** The District does not discriminate against pupils as described in Policy 157. Discrimination complaints shall be processed in accordance with established procedures.

• **354.02.8:** The materials reflect a sensitivity to the achievements, needs and rights of all individuals and groups, including various ethnic groups and other cultures without stereotype or biases. The selection of materials on political theories and ideologies, religion, public issues and other controversial topics is directed toward reflecting the cultural diversity and pluralistic nature of American society.

354.03 – Library / Media Center Materials

• **354.03.1:** The primary objective of the school's library/media center is to implement, support, and enrich the educational program of the school. It is the duty of the center to provide a wide range of materials/resources at all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

• **354.03.2:** The responsibility for coordinating the selecting of library media materials is delegated to the certified school media specialists. In selecting materials for purchase, media specialists evaluate the existing instructional materials and involve teachers, specialists and administrators in the selection process as deemed appropriate.

Parents, community members and students are encouraged to make recommendations for the selection of materials.

354.04 – Gift Materials – Gift materials are judged by these procedures and are accepted or rejected in accordance with them.

354.05 – Challenged Materials

• **354.05.1:** Administrative guidelines have been established for registering complaints that might arise regarding the use of specific instructional materials within the Oregon School District. The parent or guardian has the right to judge whether certain materials are acceptable for his or her child. However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials that are a part of the school district's education program.

• **354.05.2:** Circulation of challenged materials shall not be restricted during reconsideration proceedings; however, requests of individual parents for alternative reading or assignment for their child will be honored without penalty.

354.06 – Procedures for Handling Challenged

Materials – If an informal process has been unsuccessful, the complainant may formally challenge instructional materials used in the educational program. Those wishing to formally

challenge materials should contact the Superintendent for the Guidelines for Challenging Instructional Materials.

Legal Reference: WI. State Statutes 120.02(h)

Adopted: 6/12/1989; Revised: 1/14/1991, 2/8/1993, 11/25/2013

354.10 – Guidelines for Challenging Instructional Materials

• **354.10.1:** All formal objections to educational materials must be made in writing on the "Request for Reconsideration of Instructional Materials" form. (See Appendix A) The reconsideration request form must be signed by the complainant and presented to the principal of the school involved in the reconsideration issue. The principal shall forward the formal objection to the appropriate district-level administrator and the building LMC director.

• **354.10.2:** Within two weeks of the presentation of the formal complaint, the District Administrator shall file the formal complaint and the material in question with a review committee for reevaluation.

• **354.10.3:** The District Administration shall appoint a review committee which shall include the following:

1. The Director of Instruction
2. The building level library media specialist
3. The building principal
4. Teacher(s) from the appropriate grade level and subject

• **354.10.4:** The review committee shall:

1. Read and examine the materials.
2. Check general acceptance of the materials by reading reviews.
3. Weigh values and faults against each other and form opinions based on the material as a whole.
4. Meet to discuss the materials.
5. Prepare a written recommendation of the committee. The District Administrator shall notify the complainant of the decision of the committee.

• **354.10.5:** A complainant who is not satisfied with the decision of the committee may appeal the decision to the Board of Education within ten days of receipt of the decision. The Board of Education will review the facts and findings of the committee and will render a final decision.

342: INTERLIBRARY LOAN

342.01 – Policy Statement – The Oregon School District shall operate Library Media Centers to provide information for its students and staff. The Library Media Centers cooperate to ensure that curricular, creative, and entertainment needs are being met with appropriate and educationally sound material. The Library Media Centers shall make library resources available to other libraries in the district and will participate in the State of Wisconsin's Interlibrary Loan Program.

6/11/2007

180: MEETINGS

180.01 – The Board of Education shall meet on the second Monday of each month beginning at 6:30 p.m. The Board or its committees may meet on the fourth Monday of each month starting as early as 5:00 p.m., but no later than 6:30 p.m., for matters such as Board business, school visits, committee meetings and/or meet and confers with school staff and/or any exclusive bargaining representative. These meeting dates and times shall be changed only by a majority of the Board members and subsequent notification in the official newspaper. The Board of Education's Committees may also hold meetings at other dates and times to be scheduled by the Committee Chair in consultation with the committee members and the appropriate District Administrators. The Superintendent or designee shall provide each member with an agenda and supporting documentation prior to the meeting in the most efficient practical manner via electronic mail, fax, hand delivery or U.S. mail. From time to time individual board members may request a change in the manner such notice is provided to that member. Meetings shall end at 10:00 p.m. unless extended by unanimous approval of the Board.

180.02 – All Board or committee meetings shall be held in a place reasonably accessible to all members of the public and open to all citizens, except for executive or closed sessions as permitted by law.

180.03 – Any Board member may have an item place on the agenda of any regular Board meeting by making a request of the President. The Board President will place the item on the agenda of the next regular Board meeting if the request is in writing and received by the President 10 days prior to the Board meeting. Agenda items requested after that date may be added to the next Board meeting at the President's discretion. If an item is not added to an agenda because of a failure to meet the deadline, it must be added to the Board's next regular business meeting.

180.04 – Any District resident shall have the right to address the Board. The Board shall

schedule fifteen (15) minutes at the beginning of each regular Board meeting for members of the public to speak. This time period may be expanded for up to one hour at the discretion of the President. The President may limit the amount of time that each person may speak. Each person, when called upon, will give their name and address and, if applicable, the name of the group they represent. Public Board or committee meetings are not a forum for identifying, presenting or processing complaints or grievances involving individual staff members. Concerns involving individual staff members should initially be brought to the attention of the staff member's immediate supervisor and/or submitted as a complaint to the District Administrator or the District Administrator's designee.

180.05 – A Special Board meeting shall be held upon the written request of any Board member. The request shall be filed with the Clerk (or, in the Clerk's absence, the President) who shall notify in writing each Board member of the time and place of the special meeting at least 24 hours before such meeting. The notice shall be delivered to each Board member personally or shall be left at the Board member's residence.

180.06 – In an emergency situation constituting good cause when at least 24 hours' notice is impractical or impossible, a special meeting may be commenced provided the minimum public notice (currently 2 hours under Sec. 19.84 (3), Wis. Stats.) is given in the manner required by the law.

180.07 – The Board agenda for regular meetings shall be prepared by the Superintendent and President. It shall be delivered to Board members prior to the date of the meeting and shall be published in the local newspaper.

Adoption Date: 9/11/2006; Revised: 11/13/2006, 1/12/2015, 7/13/2015, 11/09/2015

159: NON-DISCRIMINATORY TESTING

159.01 – The Oregon School District shall comply with the requirements of Chapter 115, Wisconsin Statutes, Chapter PI 11.03 (non-discriminatory testing).

159.02 – In administering and interpreting standardized tests of ethnic and minority students, the District shall assure that those students are not discriminated against as a result of culturally weighted items.

159.03 – In evaluating a student for a possible disability, the District shall employ evaluation devices which are minimally subject to the influence of such disabilities.

159.04 – To assure that a student is not discriminated against based upon disability or ethnicity, different alternative testing procedures shall be available.

- **159.04.1:** Multiple instruments: A variety of assessment tools shall be available to reduce a biased effect of any single instrument.
- **159.04.2:** Culture-neutral culture free instruments: Where ethnic differences preclude valid assessment due to language, social patterns or cultural variation, the disability evaluation shall be made using instruments or procedures which minimize the cultural or linguistic bias. These shall include:
 1. Behavior rating scales
 2. Adaptive or Developmental Scales (e.g. the McCarthy Development Scale)
 3. Locally based criterion reference devices
 4. Cultural Compensatory Testing (e.g. S.O.M.P.A.)
 5. Observations
 6. Individually designed testing procedures

159.05 – When a student whose primary language is not English is being evaluated for possible disability, the District will secure an interpreter of that language, who can be used during the test administration, and during the interpretation of the test results.

159.06 – To assure that gender discrimination does not occur, the Oregon School District will annually evaluate performance of females and males on standardized tests.

159.07 – To assure that discrimination in testing does not occur among physically disabled students, efforts will be made to utilize appropriate instruments and provide necessary modifications to minimize disability limitations.

159.08 – Participation of students with disabilities in the district's group testing program will be in accordance with their individual education plan.

159.09 – Oregon School District will implement the testing program in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Legal Reference: 118.30, Chapter 115, PI 11.03

Adopted: 1/12/1991; Revised: 10/13/1997, 10/26/1998, 11/28/2005

320: NON-RESIDENT STUDENTS

320.01 – Admission of Non-resident Students Who Are Moving into the District – A student whose parent or legal guardian is a Wisconsin resident but not a District resident may file with the Superintendent a written application for enrollment in the District. The application shall include a written declaration by the parent or legal guardian that he/she will establish residence in the District in a specified time. If space is available, the Superintendent

may permit the student to enroll and may waive the tuition requirement for that student provided that the parent or legal guardian establishes residence in the school district within nine weeks of enrollment. If such residence is not established within nine weeks, the parent or legal guardian may file another written application for enrollment the next succeeding nine weeks, and upon prepayment of a tuition fee for such nine weeks, the Superintendent may permit the student to re-enroll. If the parent or legal guardian establishes residence in the District within the second nine weeks, the tuition shall be refunded.

320.02 – Tuition Students

- **320.02.1:** The Board may accept tuition students to the school system if space is available after school choice applicants have been placed. Tuition students shall reapply annually.
- **320.02.2:** The Board reserves the right to accept students who live within the District but have not established legal residence in the School District when it has been determined that such residence is in the student's best interest and not for the sole purpose of transferring from one district to another.

320.03 – Tuition Waiver

- **320.03.1:** The Superintendent may permit a student who was enrolled in and was a District resident at the beginning of the school year to complete the school year at the school he or she was attending without payment of tuition, even though the pupil is no longer a District resident.
- **320.03.2:** The Superintendent shall permit a pupil who was a District resident on the third Friday in September or the second Friday in January of the current school year and who has been enrolled in the District for at least 20 days during the current year, to continue at the school he or she is attending without payment of tuition, even though the pupil is no longer a District resident.
- **320.03.3:** Upon written request of a student's parent or guardian, the Superintendent shall permit a student who has gained 12th grade status and is a District resident at the time of gaining such status to complete 12th grade at the high school without payment of tuition even enough the pupil is no longer a District resident.
- **320.03.4:** The Superintendent may permit a foreign exchange student to attend school in the District without payment of tuition. See Board Policy 333.
- **320.03.5:** The Superintendent shall permit a student to whom all of the following apply to attend the District in the current school year without payment of tuition:
 1. The pupil was a District resident on the second Friday in January of the previous year.
 2. The pupil was enrolled in the District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year.
 3. The student ceased to be a District resident after the first Monday in February of the previous school year.
 4. The student continues to be a Wisconsin resident. The student must apply for open enrollment during the next February application period. If the student does not apply, the student will not be permitted to attend school in the District.

320.04 – The Superintendent will regularly report to the Board the status of admission of non-resident students and tuition waivers.

Legal References: 121.93, 121.84

Revised: 10/9/1989, 3/10/1997, 5/11/1998, 3/12/2001, 7/23/2007

716: NON-SMOKING / ELECTRONIC CIGARETTES

716.01 – The use of tobacco products, and electronic cigarettes or similar devices that are meant to produce a vapor, regardless of nicotine level, is prohibited in all District buildings, on all

District-owned property and at all school-sponsored events. Violation of this section is subject to removal of the product(s) from District property, prohibition of violator from attending school-sponsored events and/or referral to law enforcement.

716.02 – The District will sponsor educational activities for students and District employees designed to assist those who so desire to discontinue the use of products referenced above.

Legal References: 101.123 / 120.12(20) / Village of Oregon Ordinance 9.23 (Possession of Tobacco Products)

Adopted: 8/1988; Revised: 4/26/1999; 2/12/2018

418: ONLINE OPTIONS

Learning takes place in a variety of circumstances, times, and locations. On-line learning allows for curriculum delivery outside of the traditional model and is consistent with the needs of 21st Century learners. The Oregon School District believes that on-line learning should be available as a component in the delivery of curriculum.

418.01 – On-line courses must:

- **418.01.1:** be consistent with the District's mission and policies;
- **418.01.2:** meet the criteria of a nationally or state approved academic accrediting agency;
- **418.01.3:** meet federal, state and local academic standards, including those governing

instructor qualifications;

- 418.01.4: be rigorous and relevant;
- 418.01.5: meet criteria established by the District and third party providers with whom the District contracts, including testing and verification procedures; and
- 418.01.6: meet Wisconsin law required for teacher qualifications and certifications.

418.02 – Eligibility – Participation in virtual education is voluntary

- 418.02.1: Grades K-6 – Students in grades K-6 will have the option for full on-line instruction for Reading, Math, Science, Social Studies and Health. Eligibility criteria are as follows:
- 418.02.2: Students must be enrolled as a District resident.
- 418.02.3: Students must apply for permission to take online course during the regularly scheduled enrollment periods or as otherwise approved or recommended by administration. Final approval for acceptance into an on-line course will be made by a team to include the parent, school administrator and guidance counselor.
- 418.02.4: On-line students may participate in regular classroom Art, Music, Physical Education (if space permits).
- 418.02.5: On-line students may participate in District Orchestra starting in 4th grade and Band starting in 5th grade if space permits.
- 418.02.6: On-line students may participate in regular classroom World Language classes if space permits.
- 418.02.7: Students in grades 3-6 must participate in the District's Wisconsin Knowledge and Concepts Exam.
- 418.02.8: On-line students must participate in the District's Reading and Math testing (Measures of Academic Performance) in the fall and spring of each year in grades 2-6.
- 418.02.9: On-line students will have access to at least one certified and licensed teacher who shall be responsible for monitoring the students' attendance and academic progress and shall communicate with the student and parents.
- 418.02.10: Grades 7-12 – Students in grades 7-12 who are currently full-time on-line learners may continue in full-time on-line status or choose a blended option of some on-line courses and some regular school courses. Students must be enrolled as a District resident.

A. Students must apply for permission to take on-line courses during the regularly scheduled enrollment periods or as otherwise approved or recommended by administration. Final approval for acceptance into an on-line course will be made by a team to include the parent, school administrator, and guidance counselor.

B. Full-time on-line learners may participate in any extracurricular option provided to all District resident students following the same guidelines and rules of participation.

C. All full-time on-line learners must participate in the District's WKCE testing in the fall of their 7th, 8th and 10th grade years.

D. All full-time on-line learners must participate in the District' standardized testing, including MAP (Measures of Academic Performance) in grades 7 and 8, EXPLORE in grade 8, PLAN in grade 9 and ACT in grades 11 and 12.

E. Students shall have one subject-specific teacher for each subject studied who shall be responsible for reviewing all student work and providing instructional feedback.

- 418.02.11: Students in grades 7-12 who want to enroll in an on-line class for the first time shall be offered the opportunity to take one initial on-line course with consent from a parent and guidance counselor. If a student successfully completes the student's initial on-line course, student may take additional on-line courses upon approval from the parent and guidance counselor subject to available funding.

418.03 – Conditions

- 418.03.1: Students shall have access to an appropriately certified teacher/mentor either on-site, on-line, in person, by phone or email.
- 418.03.2: On-line courses require the use of a computer and internet access. Access to a computer and internet access will be the student's responsibility. The District shall not be responsible for equipment or technical assistance. The District will not provide a computer or other related costs outside the school, but will make hardware and software available on school premises. The District will not pay for equipment for home instruction, home Internet access or technical assistance.
- 418.03.3: Grades received for approved on-line course work will count the same as any other course grade. The school must receive an official record of the final grade before credit is determined. All grades received from an approved on-line course will be recorded on the student's official transcript.
- 418.03.4: The District will pay the fee for the on-line courses. However, if a student does not complete a class, the student shall repay the fee to the District. The District shall be reimbursed for uncompleted or unapproved dropped on-line course(s) by the student's

parent or guardian, or the student, if an adult.

- 418.03.5: On-line courses may be used to satisfy WIAA and NCAA core course requirements if the course:
 - A. Meets all the WIAA academic requirements;
 - B. Meets all requirements for a core course as defined in the NCAA Core Course Reviews;
 - C. The instructor meets Wisconsin DPI requirements; and
 - D. The instructor and the student have access to one another for purposes of teaching, evaluating and providing assistance to the student.

418.04 – Dropping or Withdrawal from an On-line Course

- 418.04.1: A student may drop an on-line course within the first fourteen (14) days of enrollment.
- 418.04.2: A student who wants to drop a course after the fourteen (14) day period may only do so with the approval of the program coordinator.
- 418.04.3: If a teacher notices that a student is not maintaining a timely and obvious on-line presence, the teacher will notify the parent and building administrator to determine the appropriate course of action.

418.05 – Attendance and Truancy

- 418.05.1: High school on-line courses are designed to be interactive and require students to participate in the on-line course several times each week. Extended periods of absence from an on-line class will be evident in the following ways:
 - A. Failure to make required classroom discussion posts;
 - B. Failure to complete lessons or assignments;
 - C. Failure to communicate with other students;
 - D. Failure to communicate with teachers and other Academy staff; or
 - E. Failure to log in or failure to work within the window once logged in.
- 418.05.2: A student will be considered truant if the student fails, without a legitimate excuse or pre-approved absence, to log attendance for ten consecutive calendar days. The District will follow its regular procedures to notify parents of a truancy situation. Truancy may result in the student's withdrawal from on-line classes.

- 418.05.3: Grades K-12: Recommended minutes of instruction set by the Department of Public Instruction are as follows:

○ Kindergarten:

- Yearly Hours – 437
- Suggested Weekly Hours – 30
- Suggested Daily Hours – 6

○ Grades 1 – 6

- Yearly Hours – 1,050
- Suggested Weekly Hours – 30
- Suggested Daily Hours – 6

○ Grades 7 – 12

- Yearly Hours – 1,137
- Suggested Weekly Hours – 30
- Suggested Daily Hours – 6

418.06 – Assessment and Grading

- 418.06.1: Grades K-8 – Because the K-6 program is mastery-based, students will not receive letter grades in courses. At the end of each semester, one of the following grades will be assigned to each course:
 - 4 – Exemplary
 - 3 – Proficient
 - 2 – Progressing
 - 1 – Not yet meeting standard

418.06.2: Grades 9-12

- 418.06.3: Throughout the year, students have the opportunity to demonstrate their acquisition of course academic objectives through the use of various assignments, participation in synchronous discussion activities, quizzes, tests, and exams. Teachers assigned to a student will collect student work samples to assist in assessing the student's academic progress.

- 418.06.4: Graded activities in high-school-level courses will be assigned points, and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade will be calculated using these points, and the teacher will assign letter grades according to the grading procedures for that course. Actual percentages earned will be used in the calculation to determine final grades.

418.06.5: Grading Procedures

- 418.06.6: Grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities include:
 - A. Daily assignments;

- B. Labs, journal entries, projects;
- C. Interactive discussions;
- D. Quizzes;
- E. Tests; and
- F. Exams.

• 418.06.7: Depending on the assignment, student work will be teacher-graded or computer-graded. During the semester, students can view grades on-line in the student grade book sections of the learning management system. Teachers, administrators, and parents also have access to grade information.

• 418.06.8: Grading will follow the following Grading Scale:

○ A+.....	100 – 97.....	4.0
○ A.....	96 – 93.....	3.7
○ A-.....	92 – 90.....	3.5
○ B+.....	89 – 87.....	3.3
○ B.....	86 – 83.....	3.0
○ B-.....	82 – 80.....	2.7
○ C+.....	79 – 77.....	2.3
○ C.....	76 – 73.....	2.0
○ C-.....	72 – 70.....	1.7
○ D+.....	69 – 67.....	1.3
○ D.....	66 – 63.....	1.0
○ D-.....	62 – 60.....	0.7
○ F.....	59 – Below.....	0.0

Adjustments can be made at the discretion of the Curriculum Coordinator.

418.07 – Course-Level Promotion

• 418.07.1: Grades K-8 – Course-level advancements within the on-line curriculum may be made during the school year and are based on the individual student’s overall academic progress within all courses in the on-line school. Students may be asked to verify progress through work/ portfolio samples and may be asked to complete additional assessments that can further demonstrate competency for necessary advancement. Course-level advancements are subject to approval by the building administrator.

• 418.07.2: High School Course Credit – High School credit is earned on a semester basis. Each semester course equals .5 credit. A full course credit must be earned before a student can move to the next course level. Although course credits are earned on a semester basis, grade-level promotions take place once a year, except when students are seeking an early graduation.

418.08 – Standards of Conduct – Students enrolled in on-line course(s) must comply with the following standards of conduct.

• 418.08.1: Use of Copyrighted Materials – All materials in the on-line courses are copyrighted and are to be used exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly authorized. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not use District computer resources to upload, download, transmit, or post copyrighted software, copyrighted materials, or materials protected by trade secrets or other protections.

• 418.08.2: Academic Integrity, Plagiarism, and Cheating

• 418.08.3: Students must submit their own work product. Students are responsible for observing District standards prohibiting standards on plagiarism, and cheating, and shall properly credit all sources used during the composition of work. Failure to abide by these standards may result in a conference with the parent, loss of credit for high school courses, revoked access to course(s), or suspension or expulsion from the District.

• 418.08.4: Plagiarism is prohibited and is defined as copying or imitating the language, ideas, and thoughts of others and representing them as original work. The following are specific examples of plagiarism:

- 418.08.5: Copying or rephrasing another student’s work.
- 418.08.6: Having someone else write an assignment or assessment or rephrase any part of an assignment or assessment.
- 418.08.7: Directly copying student aids, critical sources, or reference materials in part or in whole without acknowledgement.
- 418.08.8: Indirect reproduction of students aids, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.
- 418.08.9: Cheating is prohibited and is defined as using, accepting, or distributing test answers, answer keys, or another person’s work, and representing it to be the student’s own work.
- 418.08.10: The District reserves the right to review any material transmitted using District

instructional resources or posted to the District’s instructional resources to determine the appropriateness of such materials. The District may review this material at any time, with or without notice. E-mails transmitted via District resources are not private and may be monitored.

418.09 – On-line Instructor

• 418.09.1: Teachers for each on-line course must hold an appropriate Wisconsin Certification and meet the state requirements of thirty (30) hours of on-line training. On-line instructors shall:

1. Assist each student in learning the on-line program.
2. Contact each student/parent once a week to assist with any questions about content and to check for student understanding.
3. Monitor daily student attendance via the on-line attendance system.
4. Validate student attendance, curriculum mastery, and assignment or course grades.

• 418.09.2: Students may not be excluded from on-line instruction on the basis of sex, race, religion, color, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Adopted: 9/14/2009

314: OPEN ENROLLMENT

314.01 – Open Enrollment Program (Non-resident Students) - If the Board determines there is availability in its schools, classes, and/or programs, it shall allow non-resident students residing in the State of Wisconsin, and who qualify, to enroll in the Oregon School District through an Open Enrollment Program during the forthcoming year in accordance with Wisconsin law.

• 314.02.01: Definitions: The following definitions will apply to the Open Enrollment Program of the Oregon School District.

1. *Non-resident District:* A school district located in Wisconsin which is not a student's district of residence.
2. *Non-resident Student:* A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin and who seeks admission to the Oregon School District under the Open Enrollment Program.
3. *Tuition Student:* A non-resident student who is a resident of the state of Wisconsin and tuition is being paid in accordance with statute.
4. *Full-time Enrollment:* A student is enrolled for the entire school day and receives all of his/her required education in the Oregon School District.
5. *Part-time Enrollment:* Limited to high school students who may participate in no more than two (2) courses offered by the Oregon School District.
6. *Class Size:* The Oregon School District’s determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and of mitigating circumstances for a particular school, class, or program including enrollment projections established by the Superintendent.
7. *Program Size:* The enrollment or size restrictions within a class or building. The District reserves the exclusive right to establish program size and limit enrollment based upon the ability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.
8. *Resident Students:* A student who is a legal resident of the Oregon School District and is consequently entitled to attend school in the Oregon School District.

• 314.02.02: Enrollment of Non-resident Students:

1. At a January Board meeting, the Board shall designate the number of regular education spaces by grade, and the number of special education spaces, by programs or services, in the District. Consideration shall be given to class-size limits, student-teacher ratios, overall building capacity, desired program-size limitations, known or projected limitations on staffing, students attending the Oregon School District for whom tuition is paid under Wis. Stat. sec. 121.78 (1)(a), enrollment projections, and other resources. The Board authorizes the Superintendent or the Superintendent’s administrative level designee, to make all other decisions and determinations that necessary and permitted in connection with any open enrollment application or any open enrollment student under this policy and its administrative guidelines. This delegation of authority does not prohibit the Superintendent from bringing any such decision or determination to the Board as the Superintendent deems necessary.
2. If the number of applications for admission from non-resident students exceeds the number of available enrollment opportunities, non-resident students shall be selected for admission using a random selection process established by the Superintendent. A waiting list will be maintained for those non-resident students not initially selected for admission.
3. Enrollment priority shall be given to any non-resident student already admitted and his/her sibling(s).

4. A parent of a non-resident student who wishes his/her child to attend school in the Oregon School District in the subsequent school year shall submit a request on the State Department of Public Instruction issued form to the Superintendent no earlier than the first Monday in February and no later than 4:00 p.m. on the last weekday in April of the school year immediately preceding the school year in which the pupil wishes to attend. The District shall forward a copy of each application to the district of residence and the Department of Public Instruction by no later than the end of the first weekday following the last weekday in April. The application may include a request to attend a specific school or program offered by the Oregon School District, but any preferences cannot be guaranteed.
5. The Superintendent shall establish guidelines for the analysis of the applications to determine the grades and programs for which there are applications and for making the determination as to which grades and programs applications can be accepted.
6. The District may not act on the applications before May 1. The District shall notify the applicant on or before the first Friday after the first Monday in June whether or not the application has been accepted.

Except as provided by Wis. Stat. s. 118.51, if the application is accepted, the District shall provide written notification to the applicant on or before the first Friday following the first Monday in June, of the specific grade, program or class, and/or school the student will be attending.

If the application is not accepted, the District shall include the reason in the written notice.

7. On or before the 2nd Friday following the first Monday in June following the receipt of a copy of the application, if a resident school board denies a pupil's enrollment in a non-resident school district pursuant to state law, the resident school board shall notify the applicant and the non-resident school board in writing, that the application has been denied and include in the notice the reason for the denial.
8. Except as otherwise provided by Wis. Stat. sec. 118.51, if an application is accepted, on or before the last Friday in June following receipt of a notice of acceptance, or within 10 days of receiving a notice of acceptance if a pupil is selected from a waiting list, the pupil's parent shall notify the Board of the pupil's intent to attend school in that school district in the following school year. If the parent does not respond, the District may rescind approval and offer the space to another pupil pursuant to this policy.
9. No later than July 7, the District shall provide the district of residence with the name of each student who will be attending school in the Oregon School District in the forthcoming school year.
10. The District may evaluate a non-resident open enrollment applicant for possible early admission to 5-year old kindergarten. If the parent or guardian would like to request an evaluation, the parent or guardian should contact the Superintendent's office as soon as possible after submitting the application but no later than April 30.

• **314.02.03: Criteria for Non-Admission:** Enrollment will not be permitted for any non-resident student who meets one or more of the following criteria.

1. At any time prior to the beginning of the school year, the Superintendent shall determine whether any of these factors apply. The Superintendent will notify the family if the student is not accepted based upon one of these reasons.
 - A. The student has been expelled from any public school, independent charter school in Wisconsin, or out-of-state-public school, and the term of the expulsion overlaps with the proposed period of open enrollment.
 - B. The student has been expelled from school by any school district during the current or two (2) preceding school years or disciplinary proceedings are pending based on any of the following reasons:
 - 1) conveying, or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
 - 2) engaging in conduct while at school or while under supervision of a school authority that endangered the health, safety, or property of others;
 - 3) engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any employee of the School District or member of the School Board;
 - 4) possessing a dangerous weapon, as defined in s.939.22(10), while at school or while under the supervision of a school authority;
 - C. The student has disciplinary matters that are pending or become pending while the application is under consideration that meet the criteria specified in paragraphs B1-4. If the student's application is denied due to pending disciplinary matters, the District, upon written request of the student's parent or guardian, will reconsider the status of the application if: 1) prior to July 1, the District is able to determine that the prior disciplinary matter has been concluded in favor of the student; and 2) considering possible acceptance of the application would not be prejudicial to any

other applicant.

- D. Applicants must continue to meet discipline-related criteria approval after initial acceptance. The District shall revoke the prior acceptance of an open enrollment application if the District determines that the student is subject to a current expulsion order or disciplinary proceeding criteria that would have disqualified the student's application.
- E. The special education program or related services described in the child's individualized education program is not available in the District or there is no space available in the appropriate special education program. 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 shall use the procedures specified by DPI to determine whether the District has the appropriate special education program or space for the student. If the student's IEP changes or if a student subsequently receives an IEP after initial application or enrollment, then the student may be returned to the student's resident district if the District determines that the special education or related services required for the student are not available in the District or that there is no space available.
- F. The child has not been properly screened by the resident school district to determine if there is reasonable cause to believe that the child has disabilities or has been reported or identified by the resident school district but not yet evaluated by an individualized educational program team appointed by the resident district.
- G. The child has been habitually truant during any semester of attendance in the current or previous school year. If the District determines that a non-resident student is habitually truant pursuant to the District's applicable attendance and truancy policies 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. The District must have clear documentation that the parent or guardian or student: 1) had notice of the truancy and attendance policies; 2) was allowed to explain why they believed there were any errors in the list of unexcused absences; 3) know or should have known that the student's open enrollment could be terminated for habitual truancy and the student had at least one notice; and 4) received an opportunity to correct the truant behavior before being found to be habitually truant or before terminating the open enrollment.

• **314.02.04: Transportation Arrangements:**

1. Parents of non-resident students accepted for enrollment shall be responsible for transporting their child to the school the child will attend.
2. The District shall provide transportation to non-resident, special education students whose IEPs specify or is required under Wis. Statute 121.54(3).
3. Low income parents and guardians may apply to the DPI for reimbursement of costs of transportation in accordance with DPI's procedures.
4. Upon request of the student's parent or guardian, the District may provide transportation 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 an 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.

• **314.02.05: Reapplication:** Once a non-resident student is accepted for full-time open enrollment in the District and begins attending school in the District, no reapplication is required in order for the student to maintain continuous open enrollment.

• **314.02.06: General Provisions:**

1. A student who has been accepted under open enrollment, will be considered for course and program eligibility along the same criteria as all other district 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).
2. To the extent required by law, open enrollment students 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.
3. The District's nondiscrimination policies shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, artistic, or other ability, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

314.03 – Alternative Application Procedures under Certain Circumstances – A parent or guardian of a student may apply for open enrollment under the alternative application procedures and criteria specified in Wisconsin Statute 118.51(3m). A copy of this statute shall be provided to a parent or guardian upon request. All other applicable provisions of this policy apply.

The District may not approve an alternative application submitted prior to the 3rd Friday in

September if the District did not approve all applications for the pupils grade that were submitted during the regular application period for the same school year. The District may not approve an alternative application submitted after the January Board meeting for a current school year if the Board limited the number of spaces available for applications submitted under the regular application procedure for the following school year.

314.04 – Release of Resident Students

1. Resident students may apply for full-time open enrollment in another public school district in accordance with Wisconsin law. The District may deny the application if the resident student is ineligible for open enrollment under state law or if the application is determined to be invalid because it is incomplete, untimely or in excess of the number of allowable applications.
2. If a student in need of special education seeks to apply for enrollment in a non-resident school district, the District may not deny the application the application due to any undue financial burden.
3. If the student has applied for open enrollment under the alternative open enrollment criteria and procedures, the District shall deny the student's open enrollment if the District determines that none of the criteria relied upon by the student to submit the application apply to the student. Prior to denial, the District shall offer the parent or guardian the opportunity to provide additional information necessary for the District to make that determination.
4. The parent or guardian of a resident open enrollment student shall be responsible for student transportation to the non-resident school district, 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 may be denied.
5. The Superintendent shall ensure that the records of a transferring student are sent promptly to the receiving school district.
6. If at the time of application, the applicant was enrolled in a private school or home-based private educational program or did not reside in the District, he/she must formally enroll in the District prior to attending school in a non-resident school district under the full-time open enrollment program.

314.05 – Appeals of Open Enrollment Decisions – The student's parent(s) or guardian may appeal a District's decision regarding full-time open enrollment to the DPI.

314.06 – Tuition Waivers and Open Enrollment – Under certain circumstances, state law permits a child to continue to attend school in a school district even after he/she moves out of the school district. Please refer to Board Policy 320.

314.07 – The Admission Process for Students Participating Under Open Enrollment

- **314.07.01: Application for Admission:** All applications for admission under this program are to be sent to the Office of the Superintendent where they will be date-stamped and examined to ensure that all the application requirements listed on the State form have been met properly. Those that are not properly completed will be returned to the applicant. No applications are to be accepted or date-stamped until the first Monday in February and none after the last weekday in April of the school year immediately preceding the school year in which the pupil wishes to attend.

All properly-completed applications as well as a record of any incomplete applications are to be sent to the resident school district and the Department of Public Instruction by no later than the end of the first weekday following the last weekday in April.

All properly-completed applications are to be sent to the District Registrar who will be responsible for organizing them by grade-level and/or program, whatever is applicable.

Any application received prior to or after the deadline dates are to be returned to the applicant with a notice of the proper application dates.

Projected enrollment of resident-school students for the next one (1) school year is to be determined by each principal and the Director of Special Education by no later than January 15 and sent to the Superintendent in preparation for the January Board meeting.

A committee consisting of the Superintendent, Director of Special Education, Building Principals, Director of Instruction and District Registrar will meet by no later than May 15 to review all applications, organized by grade-level/class/program to determine for which grade-levels/classes/programs there are significant factors that will affect the quality of the instructional program. Such factors include projected future year enrollments for resident students, projected next year school enrollment of non-resident students, special learning requirements or conditions for projected resident student enrollees and the like. The Committee will then determine which grade-levels/classes/programs for which applications will not be accepted. The Committee will also determine which grade-levels/classes/programs are available and the number of applicants that can be accepted for the forthcoming year.

All applicants denied acceptance will be notified on or before the first Friday following the first Monday in June following receipt of the application. Each student's resident district will also be informed

For those grade-levels/classes/programs for which applications will be accepted, the

following procedure is to be used.

If there are fewer applications for enrollment than the number of spaces available, all those who meet acceptance criteria are to be notified of acceptance. The Superintendent shall notify the applicants on or before the first Friday following the first Monday in June following receipt of the application. Each student's resident district is also to be informed. Included in the notification shall be a request to the parents and the resident school district that the student's records be sent to the District no later than June 30. This information will be essential for determining placement.

If there are more applications than spaces available, the District will:

- Identify students who do not meet the acceptance criteria established in Board policy;
- Identify any siblings of non-resident students who are attending a District school. These siblings are to be enrolled prior to the random-selection process.

Special education students shall be included in the general random selection of applications for spaces in particular grades before the District considers the availability and spaces within the special education programs or services required by the student's IEP. If a pupil is on both the regular education and special education waiting lists, and the pupil's name is reached on only one waiting list, the pupil shall remain in place at the top of that list until the pupil's name is reached on the other list.

If a student is selected in the random process and the application is approved, the sibling-applicants of that student shall be granted an immediate preference to any spaces remaining in the sibling's grade.

Assign a number to each application and place the numbers in a container. In the presence of at least one (1) other staff member, conduct a blind drawing of the numbers and list each number drawn in the order they are drawn. The drawing is to continue until all numbers have been drawn.

Based on the results of the blind drawing, determine which applications are to be selected and notify those parents. Notify all parents whose applications have to be rejected. This notification must be completed on or before first Friday following the first Monday in June following receipt of the application.

Included in the notification shall be a request to the parents and the resident school district that the student's records be sent to the District by no later than June 30. This information will be essential for determining placement.

- **314.07.02: Waiting List:** The District shall establish a numbered waiting list in those instances where applications exceed the number of available seats. Normal acceptance and rejection criteria will be followed when establishing the waiting list. Non-resident pupils placed on the waiting list will be assigned numbers through a random selection process. If space becomes available, students will be selected from the waiting list according to: 1. Rank order of the waiting list; and 2. Match between grade requested and seat availability. Preferences will be given to currently attending students and their siblings. The District does not create or administer waiting lists for applications under the alternative application procedure or for the assignment of open enrollment applications to specific schools/programs for which the applicant has expressed a preference.

1. Denied non-resident applicants placed on the District's waiting list will receive notification of their waiting list status, including their rank on the waiting list. Waiting list rank and status will also be indicated on the DPI denial forms.
2. Acceptance from Waiting List: Wait list applicants will be notified of an opening as soon as possible by no later than the third Friday in August. If a student is accepted from the waiting list, parents will be notified by mail. Parents must provide notice that their child will attend school as assigned no later than two (2) weeks from the notice of selection, but in no case shall such notice be provided after the first day of the school year. The District's notification of the acceptance of non-residents students application shall contain: (1) Notice that the pupil has been accepted from the waitlist; (2) Name of the school to which the student is assigned and (3) Date by which the parent (s) must notify the Board of whether the pupil will attend and the proper procedure for notifying the Board. If the parents do not respond within two (2) weeks, the offer of admission will be rescinded and the open space offered to the next applicant on the waiting list if time permits.

The District shall maintain the waiting list until September 1.

- **314.07.03: Determination of Placement:** All accepted applications are to be maintained by the District Registrar for review and proper placement. By no later than June 30, the following administrators will meet to determine placement:
 - Building Principals
 - Director of Instruction
 - Director of Special Education
 - Superintendent

Placement decisions will be made based on the same factors that were used to determine acceptance and the information contained in the applicant's records.

Each applicant will be informed of placement for the next school year on or before the second Friday following the first Monday in May. If the placement is different than requested on the application, the applicant is to be so informed and provided with the reasons why the requested placement cannot be made. Such reasons are to be related to the factors that were used in determining placement for resident students, e.g. prerequisites.

The following information is also to be included with the notification of placement:

1. The District's regular enrollment procedure which is to be followed when enrolling a non-resident student.
 2. Participation in interscholastic athletics must comply with applicable regulations of the Wisconsin Interscholastic Athletic Association (WIAA) and any relevant league standards regarding eligibility of transfer students for participation in interscholastic athletics.
 3. Enrollment in a school shall be subject to an agreement that transportation of the non-resident student to the school is provided by the student, his/her parents, or the resident district. (Exceptions to this requirement may be necessary for students with disabilities as stipulated in a student's IEP)
 4. The building principal shall determine academic assignment or placement based upon completion of courses or grades in the student's home school and the awarding of transfer academic credit, if applicable.
- 314.7.04: Subsequent Years The same procedure described above for the selection and placement of non-resident students is to be followed each school year.
 - 314.07.05: Transfer of Resident Students When a resident student is accepted for enrollment in a non-resident district's open enrollment program, the procedure for withdrawal/transfer from school is to be followed.

If, during the school year, a resident student wishes to transfer back to the home school, the student may do so. If the student has a record of academic difficulty, the principal may wish to assess the student's current level of performance.

Legal References: Wis. Stats. §§ 121.78(1)(a), 118.51, 121.84, 115.76(5), DPI PI 36

Adopted: 1/26/1998; Revised: 10/26/1998, 3/12/2001, 7/28/2003, 1/9/2006, 2/11/2013, 1/26/2015, 1/11/2016

439: OPEN LUNCH

439.01 – Students enrolled at the Oregon High School, and in good standing will be allowed to leave campus during their designated lunch period. Applicable attendance policies will be strictly enforced.

439.02 – This policy is a privilege and can and will be revoked by the administration or Board of Education if problems such as, numerous traffic violations, rowdiness, vandalism, excessive loitering and littering, theft in local businesses, alcohol and/or drug conduct, or unnecessary and disturbing tardiness persists.

Adopted: 5/1994; Revised: 3/22/1999, 5/11/2009

154: PERSONAL INFORMATION

154.01 – A parent or guardian may request that their child not participate in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy in the event of such collection, disclosure, or use.

154.02 – This policy does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment
2. Book clubs, magazines, and programs providing access to low cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities,
6. Student recognition programs

154.03 – A parent or guardian of a student may inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to a student; and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

154.04 – Personal information means individually identifiable information including:

1. a student or parent's first and last name;
2. a home or other physical address (including street name and the name of the city or town);

3. a telephone number; or

4. a Social Security identification number.

The parents or guardians shall be provided with notice of these rights at the beginning of each school year, identifying the approximate dates of any of the activities covered by this policy and the procedures for exercising their rights under this policy.

Legal ref.: ESEA Reauthorization 2001

Adopted: 11/25/2002; Revised: 10/13/2003, 4/25/2005

720: PEST MANAGEMENT

720.01 – The District is committed to providing a healthy school environment for students, staff and others who visit the schools or participate in school-sponsored activities and to providing for the proper care and management of all school district property. The District recognizes that from time to time pests, including but not limited to mice, rats, cockroaches, head lice, ants, wasps, yellow jackets, poison ivy, weeds and other pests, can pose significant problems for people and/or property that need to be managed. When making and implementing pest management decisions, the District shall do so in a manner that is mindful of the District's commitment to a healthy school environment.

720.02 – Pest management decisions shall carefully consider the risks to the health of people, the damage to property and the environment, and the effectiveness and costs of any particular pest management measure. Greatest weight in making any pest management decision shall be given to the health of people. Pest management decisions shall be made in accordance with established procedures.

720.03 – Pesticide application in a school or on school grounds may be conducted only by persons who are certified in the applicable pesticide use categories by the department of agriculture, trade and consumer protection. Any substance or mixture labeled or designed or intended for use in preventing, destroying, repelling or mitigating any pest, or as used as a plant regulator, defoliant or desiccant is considered a pesticide.

720.04 – Notice of each pesticide application shall be posted at the time of application and for at least 72 hours following the application.

Legal References: Sections 94.67 Wisconsin Statutes, 94.705, 94.715, 101.58-101.599, 121.02(1)(i), ATC 29, Wisconsin Administrative Code; Cross Ref: School Safety Program Policy, Buildings and Ground Inspections Policy, Buildings and Ground Maintenance Policy, Communicable Disease Control Policy, Employees Right to Know Policy, Food Use Policy, Access to Public Records Policy, Pest Management Procedures/Plan

Adoption Date: 1/28/2002

444: PHILOSOPHY OF CO-CURRICULAR PROGRAM

Philosophy Of Co-Curricular Program – Student activities are an important element and practical extension of the total school curriculum. The Oregon School District believes Co-Curricular activities are an integral part of the total educational process. Through participation in these opportunities, students can experience activities that will enrich their lives and teach them lessons of personal growth, sportsmanship and teamwork. All students are encouraged to participate in Co-Curricular activities. The Board shall adopt the Co-Curricular handbook consistent with this policy.

444.01 – In administering the District shall comply with all applicable federal, state, and WIAA organizational laws and rules. Oregon School District will not discriminate on the basis of race, color, national origin, sex, age or handicap in its educational or athletic program as required by Title IX of the 1972 Education Amendments and section 504 of the 1973 Rehabilitation Act.

444.02 – The District policies and the Co-Curricular Handbook will be enforced for Oregon High School and Oregon Middle School Co-Curricular participant's entire period beginning with the date of first participation. The participant's acknowledgement form found in the Co-Curricular Handbook must be signed annually and for each Co-Curricular activity. Each school year the participant and parent/guardian must attend a Co-Curricular code meeting prior to the start date of their activity.

444.03 – The purpose of the Co-Curricular Handbook is to provide assurance that Co-Curricular participants and their parents/guardians are informed of the standards of behavior, conduct, and appearance that is appropriate for the participants representing the District. The Co-Curricular Handbook informs the participants and parents/guardians of the consequences that will occur for rule violations.

444.04 – Goals of District Co-Curricular activities:

- Educate participants to strive for excellence;
- Encourage participation and help participants realize that participation in Co-Curricular activities is a privilege with accompanying responsibilities;
- Provide activities for participants with varied needs, interests and abilities that teach self-discipline, loyalty, team play, cooperation, personal and team pride, respect for the rights of others and leadership skills; and
- Provide school experiences of interest in an effort to develop a sense of connectedness and

commitment to both school and community.

Adoption Date: 8/27/1999; Revised: 7/28/2003, 07/23/2007, 9/24/2012

160: PLEDGE OF ALLEGIANCE

160.01 – The Oregon School District shall comply with section 118.06, Wis., Stats.

160.02 – Every school in the District will each day offer the pledge of allegiance or the national anthem in grades one to 12.

160.03 – No student or staff member will be compelled to recite the pledge or to sing the anthem.

160.04 – Each building will determine the manner in which it will comply with this policy.

160.06 – District Staff are encouraged to share other historical writings and/or documents that symbolize the values of the United States as well in place of the allegiance or national anthem.

Legal reference: Section 118.06, Wis., Stats.

Adopted: 11/26/2001; Revised: 11/28/2005

172: POLICY GOVERNANCE

172.01 – Board Mission – All Board Decisions shall support and enhance the District's mission.

172.02 – Board Authority – The Board of Education shall perform those duties imposed by state and federal law. The Board may exercise the powers granted it by state and federal law and may do all things reasonable to promote the cause of education, including establishing, providing, and improving District programs, functions, and activities for the benefit of students. These include, but are not limited to, the following:

1. Hiring and annually evaluating the Superintendent;
2. Exercising full legislative control of the District through the establishment of District policy to be administered by the Superintendent;
3. Employing personnel upon recommendation of the Superintendent;
4. Determining the District's educational needs and providing for them.
5. Approving the payment of bills.
6. Adopting an annual budget in conformity with state and federal law.

172.03 – Definition of Policy Governance – The Board has full legislative control of District, however, the Board shall exercise its authority through a Policy Governance Model. Board Policy shall be established by defining the broadest values before progressing to more narrow ones.

The Board delegates to the Superintendent the responsibility to operate the District within the boundaries of the District mission and Board policy. The Board shall refrain from exercising operational authority except as it pertains to its oversight and evaluation duties.

Legal References: Sections 118.00, 120.12, 120.13 Wisconsin Statutes

Adoption Date: 9/11/2006; Revised: 8/11/2008

158: POLICY ON RELIGIOUS AND CULTURAL ACTIVITIES

158.01 – The Oregon School District is committed to providing an inclusive environment where religious and cultural diversity is acknowledged respected and appreciated.

158.02 – Religious holidays will not be celebrated. Rather, all activities linked with a religion or culture, including but not limited to holiday activities, musical programs and concerts, presentations, programs and classroom activities shall:

- 158.02.1: Be related to the curriculum;
- 158.02.2: Neither inhibit nor promote religion;
- 158.02.3: Treat all beliefs with respect and dignity; and
- 158.02.4: Represent a diverse perspective.

158.03 – Teachers may allow appropriate child initiated sharing of family customs and traditions with the guidance normally present in any classroom sharing situation. Teachers will provide opportunities for the students to express their own feelings and views in ways that are appropriate to the classroom experience.

158.04 – Teachers shall assume diversity exists among their students.

158.05 – In scheduling school or school related activities the District shall take into consideration major religious holidays and shall refrain from scheduling events on those dates.

158.06 – The intent of this policy is not to "sterilize" our schools, but rather to insure and assure that our religious and cultural differences are shared and experienced in a manner which is sensitive and appropriate for all.

Adopted: 2/26/2001; Revised: 11/28/2005

RELIGIOUS ACCOMODATIONS

All students, parents and guardians are hereby notified that it is the district's policy to provide for the reasonable accommodation of student's sincerely held religious beliefs with regard to examinations and other academic requirements. Complaints concerning this policy should be forwarded to Candace Weidensee, 123 East Grove Street, Oregon, WI 53575 and will be

governed by the process in Board Policy 157.

435: PRE-EXPULSION CONFERENCE

435.01 – When a student has committed an expellable offense, the Superintendent or designee shall schedule a pre-expulsion conference for the purpose of exchanging facts related to the incident, ensuring the rights of students and parents and assisting the administration in making its decision concerning the incident. The student and the parents/guardians will be invited and encouraged to attend, but are not legally required to appear.

435.02 – At the end of each semester, the Superintendent shall provide the Board of Education with a summary of the pre-expulsion conferences that did not result in a recommendation for an expulsion hearing.

Legal reference: WI. Stats. 120.13(1)©, 1995 WI Act 29, 1995 WI Act 32, 1995 WI Act 33

Adopted: 3/24/2003; Revised: 12/8/2003, 12/15/2008

Appendix A

Pre-Expulsion Conference Outline

Introduction of Persons in Attendance:

- Administration, Parents, Student, Teacher/School Counselor (if applicable) and others invited by parents or administration.

Purpose of the Conference:

- A pre-expulsion conference is held whenever a student commits an expellable offense according to District and building policies. The pre-expulsion conference gives those affected an informal opportunity to respond to the incidents, i.e.:
 - Give their side of the story to those not involved in the actual investigation.
 - Help insure the rights of the student and parents.
 - Help the Administration, both building and District level, make the best recommendation.
- It is the responsibility of the Administration to advise the Board on expulsion matters:
- Whether to take the matter to the Board.
 - If so, to formulate recommendations to the Board in the best interest of the student affected and the student body as a whole.

Distribution of Relevant Documents:

- State Statutes
- Board Policies
- School Rules

Facts of the Incident:

- Presented by the investigating administrator(s).

Student and Parent Response:

- Do you dispute any of the facts of the incident as presented by the Administration?
- Why did these incidents occur at school?
- What outside of school efforts are being made to address these concerns?
- Is there anything else that you might want to share that would be helpful for us to know?
- What do you hope will be the outcome of this pre-expulsion conference?

Administrative Deliberation & Recommendation:

- Refer to Board
- Other Remedial Actions

Description of Expulsion Hearing (If Referred to Board):

- Where held
- Individuals present – Board, Administration, Parents, Student, Attorney(s), Recording Secretary
- Closed to the public
- Hearing Format
 - Evidence of misconduct.
 - Attendance, achievements, disciplinary and intervention histories of student.
 - Administration's recommendation to Board.
 - Board goes into private deliberation session.
 - Board may open to announce decision.
 - Student/parent right to legal representation and right to appeal to State Superintendent of Public Instruction

Appendix B

Check List for Building Administration

(Submit to Superintendent or Director of Pupil Services at Time of Pre-Expulsion Conferences)

- Disciplinary Referral Resulting in Pre-expulsion Conference
- Student Voluntary Statement
- Other Voluntary Statements
- Student Handbook Pages Pertinent to Disciplinary Referral
- Handbook Receipt Verification

- Behavioral Report from Infinite Campus Log
- Attendance Record
- Grade Transcript
- Grade Report from Infinite Campus

- District Office or Pupil Services File
- Parent/Student
- Members of IEP or 504 Team (if applicable)
- Members of Board of Education (if referred for Expulsion Hearing)

Appendix C

Record of Pre-Expulsion Conference

Date of Conference:

Student:

Grade:

Age:

D.O.B.:

School:

Gender:

- Male
- Female

School Counselor:

Disability Status:

- General (Regular) Education
- Special Education (IEP)
- 504 (Accommodation Plan)

Racial/Ethnic Status (as self-identified):

- Black
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic (including persons of Mexican, Puerto Rican, Cuban, Central American, or other Spanish origin or culture regardless of race)
- White, not of Hispanic origin.

Address:

Telephone No.:

Parent(s)/Guardians:

Expellable Incident (Explain):

The student:

- admitted responsibility for the incident.
- denied responsibility for the incident.

The student:

- admitted knowing the school rule(s) prohibiting such conduct.
- denied knowing the school rule(s) prohibiting such conduct.

Other Information Considered Relevant:

Documents Provided to Student and Parent(s) at Pre-Expulsion Conference:

- Pupil Expulsion Law: Sec. 120.13(1)(c) WIS.STATS
- Policy 434 – Student Expulsion
- Policy/Procedure # Applied
- Student/Parent Building Handbook Page
- Outline of procedures and rights relating to Expulsion Hearing

Outcome:

- Refer to Board of Education for Expulsion Hearing
- Refer to IEP or 504 Team for Manifestation Determination.
- Other Outcomes (Specify)-----
 - Administrative Comments:

Persons Present (Signatures):

(*Not a participant in Administration's deliberation)

- Student
- Parent/Guardian
- Parent/Guardian
- Parent/Guardian
- Parent/Guardian
- Counselor
- Spec. Ed. Teacher
- AODA Coordinator
- Principal
- Associate Principal
- Associate Principal
- Police/School Liaison Officer*
- Director of Pupil Services
- Superintendent

CC:

- Building Discipline File

564: PREVENTION OF THE AIDING AND ABETTING OF SEXUAL ABUSE

564.01 – No District employee, contractor or agent of the District may assist another school employee, contractor or agent (“Applicant”) in obtaining a new job if the District employee, contractor or agent knows or has probable cause to believe that the Applicant engaged in sexual misconduct with a minor or student in violation of the law, except as specified in 564.03.

564.02 – This prohibition does not apply to the routine transmission of administrative and personnel files.

564.03 – This prohibition does not apply if the information giving rise to the knowledge or belief has been properly reported to a law enforcement agency, or any other authorities as required by law and at least one of the following conditions applies:

564.03.01: The prosecutor, police or other authority with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the Applicant engaged in sexual misconduct regarding a minor or student in violation of the law; or

564.03.02: The Applicant has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

564.03.03: The prosecutor, police or other authority with jurisdiction over the alleged misconduct has an open case, file, or investigation which remains open and there have been no charges filed against, or indictment of the Applicant within four years of the date on which the information was reported to the law enforcement agency or other authority with jurisdiction.

Legal Reference: 20 U.S.C. 7926

Adopted: 5/8/2017; Revised: 6/12/2017

152: PUBLIC RECORDS

152.01 – All records as defined by Section 19.32 (2) Wis. Stats. are subject to release, inspection and reproduction as required by law.

152.02 – The Superintendent shall be the official legal custodian of all Oregon School District public records. The Director of Special Education shall be the legal custodian of all records pertaining to Special Education.

152.03 – The legal custodians shall safely keep and preserve District public records and shall have full legal power to render decisions and carry out duties related to those public records in accordance with state law.

152.04 – Public records may be inspected and/or copied at any time during established District Office hours. The District shall display a public records notice including the fee schedule for copying, in designated locations throughout the District.

152.05 – The legal custodians shall be reimbursed for any costs or fees incurred by them in the discharge of their public records responsibilities.

152.06 – Notice of this policy shall be posted in all district schools and published annually in the District's official newspaper.

152.07 – The District designates the following positions as Local Public Offices: Superintendent, Business Manager and Director of Special Education.

152.08 - Procedures for Access to Public Records

● 152.08.1: Definitions

1. “Authority” means any formally constituted unit or sub-unit of the Board; e.g., Board of Education, Board appointed committees, officers of the Board.
2. “Legal Custodian” means any person or position designated by the Board or otherwise designated by law to carry out responsibilities under this policy and the public records law.
3. “Record” means any material on which written, drawn, printed, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by an authority. “Record” includes, but is not limited to: handwritten, typed or printed pages, maps, charts, photographs, films, recordings, tapes, (including computer tapes), and computer printouts. “Record” does not include drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator in the name of a person from whom the originator is working; materials which are purely the personal property of the custodian and have no relation to his or her office; materials to which access is limited by copyright, patent, or bequest; and published materials in the possession of an authority other than a public library which are available for sale, or which are available for inspection at a public library.

● 152.08.2: Legal Custodians

1. On behalf of any school district authority identified in I.A. (except Director of Spe

- Education for all records pertaining to special education), the following position is designated as legal custodian of records: Superintendent of Schools.
2. The legal custodian of records maintained in a publicly owned or leased building shall designate one or more deputies to act as legal custodian of such records in his or her absence or as otherwise required to respond to requests for records.
 3. The legal custodians have the full legal power to render decisions and carry out the duties of the authorities identified in I.A. The designation of a legal custodian does not affect the powers and duties of an authority under the public records law.
- **152.08.3: Public Records Notices**
 1. The Superintendent of Schools or the Director of Special Education shall inform any authority identified in I.A. about the notice requirements in s.19.33(4) and s.19.34(1) [and (2)] of the Statutes and shall assist any identified authority in meeting the authority's obligations under those statutes.
 - **152.08.4: Fees**
 1. Except as provided in IV.G, any person has a right to inspect a record and to make or receive a copy of any record as provided in s.19.35(1) of the statutes.
 2. Records will be available for inspection and copying during regular office hours from 8:00 a.m. to 4:30 p.m., Monday through Friday (except holidays).
 3. A requester shall be permitted to use facilities comparable to those available to District employees to inspect, copy or abstract a record.
 4. The legal custodian may require supervision of the requestor during inspection or may impose other reasonable restrictions on the manner of access to an original record if the record is irreplaceable or easily damaged.
 5. A requester shall be charged a fee for the cost of copying and locating records as follows:
 6. The fee for photocopying shall be 15 cents per page.
 7. If the form of a written record does not permit copying, the actual and necessary cost of photographing and photographic processing shall be charged.
 8. The actual full cost of providing a copy of other records not in print form on paper, such as films, computer printouts, and audio and video tapes shall be charged.
 9. If mailing or shipping is necessary, the actual cost thereof shall also be charged.
 10. There shall be no charge for locating a record unless the actual cost exceeds \$50.00 in which case the actual cost shall be determined by the legal custodian and billed to the requestor.
 11. The legal custodian shall estimate the cost of all applicable fees and may require a cash deposit adequate to assure payment, if such estimate exceeds \$5.00.
 12. Elected officials and employees of the District shall not be required to pay for public records they may reasonably require for the proper performance of their official duties.
 13. The legal custodian may provide copies of a record without charge, or at a reduced charge, where he/she determines that waiver or reduction of the fee is in the public interest.
 14. The legal custodian or his/her designee may not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by state law. The collection of fees as outlined above is not a sale or rental under these procedures.
 - **152.08.5: Access Procedures**
 1. A request to inspect or copy a record shall be made to the legal custodian or deputy. The request shall be deemed sufficient if it reasonably describes the requested record or the information requested. However, a request for a record without a reasonable limitation as to subject matter or length of time represented by the record does not constitute a sufficient request. No request may be refused because the person making the request is unwilling to be identified or to state the purpose of the request. However, if the record is kept at a private residence, or if security reasons or federal law so dictate, identification may be required. Mail requests may not be denied unless a fee prepayment is required.
 2. Each legal custodian, upon request for any record shall, as soon as practicable and without delay, either fill the request or notify the requestor or the authority's denial.
 3. A request for a record may be denied as provided in IV.G. Oral requests may be denied orally unless a demand for a written statement of the reasons for denying the request is made by the requestor within five business days of the oral denial. If a written request is denied in whole or part, the requestor shall receive a written statement of the reasons for the denial. Written denials must include a statement informing the requestor that the denial may be reviewed by a court of mandamus under s.19.37(1) of the Statutes, or upon application to the attorney general or a district attorney.
 - **152.08.6: Limitations on the Right to Access**
 1. As provided by s.19.36 of the Statutes, certain records are exempt from disclosure but are not limited to:
 - 1) Records specifically exempted from disclosure by state or federal law or authorized to be exempted from disclosure by state law. Pupil records are exempted as provided by 118.125 of the Statutes.
 - 2) Any record relating to investigative information obtained for law enforcement purposes if federal law or regulations require exemption from disclosure or if exemption from disclosure is a condition to receipt of aids by the state.
 - 3) Computer programs, although the materials used as input for a computer program or the material produced as product of the computer program is subject to inspection.
 - 4) A record or any portion of a record containing information qualifying as a common law trade secret.
 2. If a record contains information that may be made public and information that may not be made public, the authority having custody of the record shall provide the information that may be made public and delete the information that may not be made public from the record before release.
 3. A legal custodian may deny access to a record, in whole or in part, only if he/she determines that the harm to the public interest through disclosure of the record outweighs the public benefit of access to the record. The legal custodian is authorized and encouraged to consult with the school district's legal counsel in making such determinations. The legal custodian shall follow the procedures in F and in s.19.35(4) of the Statutes when the access to a record in whole or in part is denied.
 - **152.08.7: Destruction of Records**
 1. All school district records shall be kept for a period of not less than seven years unless a shorter period is fixed by the public records and forms board under s.16.61(3)(e) of the Statutes and except as provided in (b). This section does not apply to pupil records under s.118.125.
 2. Any taped recording of a meeting by a governmental body, in s.19.82(1) and (2) of the Statutes, may be destroyed no sooner than 90 days after the minutes have been approved and published if the purpose of the recording was to make minutes of the meeting.
 3. Prior to destruction of any records, the Wisconsin State Historical Society shall be notified at least sixty days in advance to determine if historical interest justified preservation of such records. The Wisconsin State Historical Society may, upon application, waive this notice.
 4. Notwithstanding any minimum period of time for retention set under s.16.61(3)(e), Wis. Stats., by the public records board, any taped recording of a meeting (meeting being defined as s.19.82(2), Wis Stats.) by the school district, school board or any of its committees or sub-unit may be destroyed no sooner than 90 days after the minutes have been approved and published if the purpose of the recording was to make minutes of the meeting.
 - **152.08.8: Preservation of Records by Microfilm**
 1. The legal custodian may, subject to school board resolution, keep and preserve public records in his or her possession by means of microfilm or other photographic reproduction set forth in s.16.61(7) of the Statutes, and shall be considered original records for all purposes. Such records shall be preserved along with other files of the school district and shall be open to public inspection and copying according to the provisions of state and these procedures.
 - **152.08.9: Additional Information**
 1. This official Public Records Notice/Procedure is intended to provide all necessary information which might be required by a member of the public in order to obtain access to the records and property of the district. Any questions in regard to this Public Records Notice/Procedure shall be directed to the official legal custodian of the records of the District.
- Official Custodian**
- The official custodian of the Oregon School District public records is Krista Flanagan, Board Clerk. Andrew Weiland, Business Manager, maintains the district public records; Katie Heitz, Administrative Assistant to the Superintendent, maintains Board records.
- Requests to inspect public records shall be made to:
- | | | |
|------------------------------|----|------------------------|
| Katie Heitz | OR | Andrew Weiland |
| Administrative Assistant | | Business Manager |
| Office of the Superintendent | | Oregon School District |
| Oregon School District | | 123 E Grove Street |
| 123 E Grove Street | | Oregon, WI 53575 |
| Oregon, WI 53575 | | |
- Legal Reference: Chapter 19, Subchapter II and IV, Wisconsin Statutes; Section 120.13 (28)*
Revised: 8/ 12/1996, 9/13/2004
- 1.07: PURPOSES OF AN EDUCATIONAL MATERIALS SELECTION**
- 1.07.01** – A written materials policy approved by the Board of Education will:
- A. clarify the philosophy and procedures used in evaluating and selecting educational materials.
 - B. define the role of those who share in the responsibility for the selection of educational

materials.

C. state criteria for the selection and evaluation of educational materials.

D. provide a procedure for the consideration of objections to the use of particular materials in the educational program.

1.07.02 – This policy will be implemented in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental or emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedure.

1.07.03 – Definition of Educational Materials:

A. Basic Text: A manual of instruction or book dealing with a definite area of study, systematically arranged, intended for use at the specified level of instruction, and used as a principle source of study material for a given course. Selection of multiple copy texts for classroom use is a concern of the professional staff of the curricular areas.

B. Instructional Materials: All materials circulated from the school library media center for student and/or teacher use. These materials include both print and non-print media: books, pamphlets, magazines, motion pictures, filmstrips, audio tapes, video tapes, transparency materials, computer software, etc.

C. Supplementary Materials: Print, audiovisual, film, or other software resources that are used to expand the opportunities for student mastery of course of subject matter which are not included in the definitions of textbook or instructional materials listed above. Other resources used by the school system in its educational program such as equipment systems, resource persons, field trips, dramatic events, etc. are not within the scope of this policy.

1.07.04 – Responsibilities for Selection of Educational Materials

A. In Wisconsin, it is the role of the local school board to establish written policies, procedures, and rules for the operation of the schools within the district. It is also the school district's responsibility to provide adequate materials, texts, and library services (Wis. Stat. 120.02h).

B. Specifically, 121.02h reads: "It (the school district) shall provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of the American society."

C. The Oregon Board of Education, as the governing body of the school district, is legally responsible for all educational materials utilized within the instructional program of the Oregon Area School District.

D. The selection of materials is delegated to the professionally trained and certified personnel employed by the school system, subject to the review by the Board. Recommendation for educational materials may come from many persons (administrators, teachers, supervisors, consultants, department heads, media specialists, community persons and students).

1.07.05 – Objectives of Selection

A. Textbooks and classroom materials for specific supplementary use are selected by determining instructional goals and the appropriate process of adoption. See appendix for outline of procedure.

B. The primary objective of the school's library/media center is to implement support, and enrich the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

C. School media centers are concerned with generating understanding of American freedoms and with the preservation of these through the development of informed and responsible citizen. To this end, the Board of Education reaffirms the objectives of the School Library Media Programs: A Resource and Planning Guide developed by the Wisconsin Department of Public Instruction.

1.07.06 – Criteria for Selection of Educational Materials

A. Materials implement, support, and are compatible with the educational goals of the school district and the objectives of the individual, board-approved curricular offerings.

B. Materials are selected for a reason and purpose. Educational materials are evaluated as to their relevance to the curriculum, appropriateness to student age and emotional maturity, and aesthetic, literary, and social value.

C. Educational materials reflect a sensitivity to the achievements needs, and rights of men and women, various ethnic groups and other cultures without stereotype or bias. The selection of materials on political theories and ideologies, religion, public issues and other controversial topics is directed toward reflecting the cultural diversity and pluralistic nature of American society. (See Policies I.3 and I.4 for statement of nondiscrimination.)

D. Educational materials are judged as a whole taking into account the intent of the author/producer rather than focusing solely upon individual words, phrases, pictures or incidents taken out of context.

1.07.07 – Procedures for Selection of Educational Materials

A. Subject to the review of the Board, the selection of textbooks and supplementary classroom materials is made by professional personnel. The procedure involves careful examination of needs and review of available materials for the optimum curriculum support.

B. The responsibility for coordinating the selecting of library media materials is delegated to the certified school media specialists. In selecting materials for purchase, media specialists evaluate the existing instructional materials (IMC) collections. Administrators, consultants, specialists, department heads and teachers are involved in the selection process. Parents, community persons and students are encouraged to make recommendations for the selection of materials.

C. In specific areas the media personnel follow these procedures:

D. Gift materials are judged by these procedures and are accepted or rejected in accordance with them.

E. Systematic reviews will be made of the collection to weed out obsolete material. The collections will be continuously reevaluated in relation to changing curriculum content, new instructional methods and current needs of teachers and students.

1.07.08 – Challenged Materials

A. A consistent policy has been established for registering complaints that might arise regarding the use of specific educational materials within the Oregon School District. The parent or guardian has the right to judge whether certain materials are acceptable for his or her child. However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials which are a part of the school district's education program.

B. Circulation of challenged materials shall not be restricted during reconsideration proceedings; however, requests of individual parents for alternative reading or assignment for their child will be honored without penalty.

1.07.09 – Procedures for Handling Challenged Materials

A. If an informal process has been unsuccessful, the complainant may formally challenge instructional materials used in the educational program. Those wishing to formally challenge materials should contact the Superintendent for the Guidelines for Challenging Educational Materials.

Legal Reference: Wi. State Statutes 120.02(h)

Adopted: 6/12/1989; Revised: 1/14/1991, 2/8/1993

817: RECRUITMENT OF STUDENTS

817.01 – Recruitment of District students under this policy by non-District personnel ("recruiters"), including, but not limited to, post-secondary educational institutions, employers, military and athletic team representatives or boosters.

817.02 – "Recruitment" or "recruit" is defined as any in-person contact or presence in a District building by non-District personnel for the purpose of securing the placement, employment, admission, or any other post-secondary commitment of any District student with the entity for whom the recruitment is taking place.

817.03 – Recruitment activities shall be limited to the High School. Recruiters will have space designated in the Student Services' Office for their recruitment activities and shall not engage in any recruitment at the High School in any other place than the Student Services' Office. Recruiters shall not be allowed at other locations in the High School except for ingress and egress to the Student Services' Office, food service or rest room facilities.

817.04 – Recruiters shall be allowed at the High School during school hours one time per semester for general student recruitment activities. For the purpose of this section, each branch of the military shall be considered a separate recruiter. A recruiter may schedule follow-up recruitment for specific students through and with the permission of the Student Services' and the student.

817.05 – Recruiters shall contact the High School building administrator or designee to arrange for a time for recruitment activities at least one week in advance of the recruitment.

817.06 – Recruitment activities shall be posted on the High School website.

817.07 – Recruiters shall be allowed in the classroom if the principal purpose of their classroom activity directly relates to the curriculum of that class and not to recruitment. When there is a question regarding the purpose of the visit, the principal or designee shall make the determination whether the visit is appropriate.

817.08 – The District shall provide bulletin boards for the posting of recruitment material. No recruitment materials shall be posted in any other location in the High School.

817.09 – A secondary school student or the parent of the student may send a written request to the District that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental or student consent. The District will comply with such request pursuant to law.

Adoption Date: 11/28/2005; Revised: 8/26/2013

821: REQUESTS FOR ADDITION OF A NEW COURSE OR CHANGES TO AN

EXISTING COURSE

8.21.01 – Students and parents are encouraged to become involved in the process of modifying course offerings or creating new course offerings for the next year. Students or parents may have a unit they wish would be included or emphasized in an existing course or they may wish to propose a new course to fill what they see as a need. Requests for new courses or course changes should be made per the Administrative Guidelines.

Adopted: 4/11/1994; Revised: 10/13/1997

417: SCHOLARSHIP AND FINANCIAL ASSISTANCE

417.01 – The Oregon School District Board of Education encourages the acceptance and disbursement of student scholarships and awards. New scholarships and awards given by non-school organizations, in which the school is directly responsible for determining the recipient and/or qualifications for receiving such scholarships or awards, must be accepted and approved by the Board prior to the acceptance and disbursement of the scholarships or awards.

417.02 – The District shall not discriminate in the acceptance and disbursement of scholarships or awards to students from non-school organizations on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

417.03 – Students shall be informed by Student Services of any available scholarships or awards concerning all available scholarships or awards in the appropriate school building(s).

417.04 – Student Services shall maintain records of available scholarships or awards and shall ensure notification in a timely manner is provided for students and parents about scholarships or awards opportunities.

417.05 – Complaints of discrimination in acceptance or administration of scholarship and awards to the District are governed by the complaint procedure outlined under Board Policy 157.

Legal References: Title VI of the Civil Rights of 1965-Section 504 of the Rehabilitation Act of 1973 -Title IX of the Educational-Amendments of 1972-Title II of ADA of 1990-Wis. Stats. S118.13 PI9 of WI Adm. Code

Adoption Date: 10/25/2004; Revised: 2/25/2013

Oregon High School Scholarship and Financial Assistance Operational Procedures Guidelines

A. Selecting the Scholarship/Financial Assistance Selection Committee – The Scholarship / Financial Assistance Selection Committee will be composed of 10-15 high school staff (teachers, counselors, and administrators). Each department shall appoint one faculty member to the Committee. Membership will be, to the extent possible, demographically representative of the student body/community. The guidance department's Scholarship Coordinator will be the Committee chairperson. The guidance department and administration will have permanent members on the committee. Other members will serve on an annual basis.

The Committee will annually be provided with these Guidelines and Board Policy #417. The Committee Chairperson will annually conduct an in-service training to provide committee members an understanding of the ways the acceptance, application, and selection process can be discriminatory. The committee shall be made aware of the district's nondiscrimination policy, complaint procedure, and Title II, Title IV, Title IX, Section 504, and S 118.13 coordinators. Committee members agree to be equitable to all student applicants.

B. Accepting and Advertising Opportunities for Financial Assistance – The Committee will review each new agency, organization or individual offer of student scholarship opportunities, awards, aids and other services.

Materials used to notify students of opportunities for financial assistance may not contain language or information that would lead applicants to believe the assistance is provided on a discriminatory basis.

If the proposed criteria used for selection of an award are discriminatory, the agency organization or individual making the offer will be asked to modify the criteria so it is no longer discriminatory. If the criteria are not changed, the award will not be administered, by the high school or school district.

When the Committee has completed the above work they will present the new scholarship (s) to the Board of Education for its acceptance and approval.

Oregon High School will use the following criteria for awarding scholarships/ financial assistance to its students:

- o Academic Achievement (GPA)
- o Extra Curricular Activities
- o Community Service Activities
- o School Service
- o Intended Major Field of Study
- o Quality of Application
- o Financial Needs

o Sex, race, color, and/or national origin will not be used as criteria for any scholarship/financial assistance award, except as set forth below.

• **Gender** – Pursuant to the regulations implementing Title IX, Oregon High School may administer aid from wills, trusts, bequest, and other legal instruments only if the overall effect is not discriminatory. In order to ensure that the overall effect is not discriminatory, the Committee will:

o Review the scholarship data collected over the past five years to determine if any discriminatory trends are evident.

o Select recipients for scholarship/financial assistance on nondiscriminatory criteria (e.g. rank by academic achievement, intended major field of study, extracurricular activities, community service activities, school service, quality of application, etc.).

o Allocate all available financial aid, including that from gender-restrictive funds, to the eligible students.

o Determine whether non-recipients were excluded because of their gender. If students are left out because of their gender, the school district must find additional money for those students, or not give out the gender-restricted awards to those students privileged by gender.

• **Race** – The Committee must comply with 34 CFR-100, implementing Title VI of the Civil rights Act of 1965 (discrimination based on race, color or national origin). Scholarships that disproportionately benefit minority students are acceptable if they are designed for disadvantaged students, without regard to race or national origin, even if the awards go disproportionately to minority students. "Disadvantaged students" include students from school districts with high dropout rates, from single-parent families, and from families with few or no college attendees.

C. Defining the Application Process – The application process shall incorporate the following principles:

• Questions shall be relevant and essential to the scholarship or financial award shall be removed,

• Information requested in the application shall be gathered in a manner that will prevent committee members' personal prejudices from influencing their choice(s).

• Restriction or requirements in the process that would effectively exclude some students from making application shall be avoided,

• Accommodations should be provided to those students who need them in the process. For example, if a student needs the application printed in a second language, a conversion article will be provided. Students having a learning disability will receive assistance from their assigned case manager. Assistance is to be made available should a student need help reading and interpreting questions, or completing an application. This assistance must be readily available and announced (printed) in the scholarship/financial assistance packet prepared for students. Availability of assistance will also be made via school announcements made on the public address system. In addition, the assistance notice will also be announced in the quarterly newsletter sent to all high school families.

• All scholarship and financial assistance applications submitted for consideration must be handled confidentially like all other student information.

D. Scholarship/Financial Selection Committee Review of Selection Process – After the Committee has made its selections, but before the awards are publicized, the Committee will determine if the ratios of the scholarships and total dollar amounts awarded are reasonably proportionate among relevant protected classifications (i.e., gender, race, color, national origin, etc.). If upon such review it is determined that the number of scholarships or dollar amounts awarded is disproportionate, the Committee will review the awards for the past five years. The Committee shall then make such adjustments that may be warranted if it is shown that the awards were consistently disproportionate with respect to any relevant protected classification over a five year period.

E. Recognizing Award Recipients – The high school will comply with state and federal non-discrimination laws (Titles II, VI, and IX, Section 504 and Wis. Stat. Section 118.13) when making awards to students. The high school will not distribute an award that is determined to be gender restricted or is otherwise in violation of Title VI. The high school may only announce that such an award was given in order to prevent the school from becoming a participant in a discriminatory practice.

F. Maintaining Records – Scholarship records are confidential. Such records shall be maintained by the district for no less than five years. They may be used to identify trends and provide feedback about the selection and award process. The data will also be used in the analysis and construction of the district's five year self-evaluation for PI 9.06 (Pupil Non-discrimination).

Adopted: 12/13/2004

731: SCHOOL LUNCH PROGRAM

731.01 – Proper nutrition plays an integral part in students' learning environment. Nutrition

education is an important component of students' education. The Food Service Director shall oversee District nutrition services and will provide input into the District's overall nutrition curriculum.

731.02 – The District shall provide students with the opportunity to participate in school breakfast and lunch programs.

731.03 – The Board of Education will establish breakfast, lunch and milk prices.

731.04 – Requests for free or reduced prices for meals may be submitted to the Food Service director who will consider such requests under criteria established by the federal government. The Food Service Director will notify the parents of the decision and the decision may be appealed to the Business Manager whose decision will be final.

731.05 – The District will use an automated meal accounting system to record food service payments and monitor food transactions. Meal fees shall be prepaid. Students with negative balances shall not be provided with meals except as permitted by guidelines established by the Business Manager.

731.06 – The sale of vended foods in school buildings shall not compete with food provided by the District's breakfast and lunch programs.

731.07 – This policy will be implemented in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or disability. Discrimination complaints shall be processed in accordance with established procedures.

731.08 – School Lunch Program – Administrative Guidelines

• **731.08.01:** The District shall inform parents or guardians of all its students about the availability of reimbursable school meals, the income eligibility guidelines and the application process for free or reduced price school meals.

• **731.08.02:** School staff shall work with eligible parents/ guardians to ensure they are aware of the free or reduced price school meals application process to prevent eligible parents/ guardians from accruing unpaid meal charges. School staff shall reach out to parents/ guardians that they know are experiencing a change in financial circumstances, such as a job loss or long-term illness, which may result in a change of eligibility status for free or reduced price school meals.

• **731.08.03:** The District shall accept applications for free or reduced price school meals throughout the school year as the District understands that financial circumstances may change.

• **731.08.04:** Once a student is approved for free or reduced price school meals, that status remains in effect for the duration of the school year. Students also carry over their eligibility status for 30 school days into the following school year, or until a new eligibility determination is made, whichever occurs first.

• **731.08.05:** The District will provide regular school meals for all students in the food service line who want one. Students who are approved for free school meals shall not be charged for regular school meals. Students who are approved for reduced school meals shall be charged the rate set by the National School Lunch Program. Students who are not approved for free or reduced price school meals shall be charged the cost of the meal as approved by the School Board. All students will be charged for any a la carte items.

• **731.08.06:** When a student purchases a school meal or other food-service item, the general rule is that payment is due at the time of service. However, a student may occasionally wish to receive a school meal or other food-service item that the student does not have enough money to pay for. These situations will normally be handled as follows:

1. The District will provide a regular school meal to all students in the food service line who want a school meal.
2. Students may charge the cost of school meals items after a negative balance if they are already in the food service line.
3. School staff will work out payment arrangements with the parent or guardian.

• **731.08.07:** Parents/Guardians are encouraged to regularly monitor their school lunch account balances. When account balance is less than \$10.00, the parent or guardian shall receive an email notification. (Parents/Guardians are also able to self-select an automatic notification for a different amount through Infinite Campus). When an account balance is negative, the parent or guardian shall receive an email of the amount owed. Payment is due immediately upon notice unless other arrangements are made. If the balance is not paid, school staff will attempt to make telephone contact with the parent or guardian. If that is not successful, school staff may schedule a meeting with the parent or guardian to discuss payment plan options.

• **731.08.08:** As part of its participation in the National School Lunch Program, the District is required to make reasonable efforts to collect unpaid meal charges. If a negative balance still has not been paid after the efforts described above, parents and guardians should be aware of the following:

1. The District will continue to work with the parent or guardian on payment options.
2. The District may restrict the student's ability to purchase a la carte food service items.

3. The District will roll over the unpaid meal balance to the next school year for students who are not approved for free or reduced school meals.

• **731.08.09:** When a student leaves the district or graduates, any amounts left in the student's account shall be transferred to any sibling enrolled in the District. If there are no other siblings in the District, the District shall attempt to contact the student's household to return any funds remaining in the student's account. Households approved for free or reduced school meals must receive a refund. Households not approved for free or reduced school meals may choose to donate the funds remaining in their accounts to the District to cover unpaid meal charges for parents/guardians in need.

• **731.08.10:** For assistance with all issues and questions related to the District's School Meal Program, please contact Sarah Tomasiewicz, Food Service Director, at (608) 835-4036 or setomasiewicz@OregonSD.net.

Adopted: 1/14/1991; Revised: 12/12/1994, 8/14/1995, 8/9/2010, 8/14/2017

717: SCHOOL SAFETY PLANS

717.01 – The Oregon School District is committed to providing an environment that is as safe as reasonably possible for students, employees and citizens while they are present on school premises or participating in school-sponsored activities. With this goal in mind, a school safety plan shall be developed and in effect in each school in the Oregon School District.

717.02 – School safety plans shall be developed with involvement from Board members, administrators, staff, law enforcement and other community agencies, students, parents and other interested parties as deemed appropriate and necessary.

717.03 – Each school safety plan shall be consistent with District policies and legal requirements, and shall include the following:

- **717.03.1:** measures to prevent violence, disruptions and unsafe conditions;
- **717.03.2:** intervention strategies to help maintain a safe environment, keep problems isolated and deter them from reoccurring; and
- **717.03.3:** a crisis management plan.

717.04 – School safety plans shall be reviewed and updated on a regular basis. A current copy of each school safety plan shall be filed in the school and District Office and attached as an administrative rule to this policy. District employees shall receive a copy of the school safety plan for their assigned school. Staff inservice training will be provided as needed.

717.05 – The Superintendent or designee shall provide regular reports to the Board regarding school safety plans, needs and issues. Students, staff, parents and the public will be made aware of school safety efforts being taken in the District so as to enhance their confidence in the safety of the schools.

Legal Reference: Wisconsin Act 9

Adopted: 1/14/1991

721: SCHOOL WELLNESS

721.01 – The Oregon School District believes students' physical, mental and psychological wellness is an important component in their ability to learn. The following standards are established to provide opportunities for students to develop the habits, skills and knowledge necessary for life-long wellness.

For the purposes of this policy and in accordance with USDA and Wisconsin Department of Public Instruction requirements, a school day is defined as the period from the midnight before until 30 minutes after the end of the official school day.

721.02 – Nutrition Goals

• **721.02.1:** The School Meal Program shall promote healthy meals and meal alternatives as part of the educational environment by ensuring that all meals offered through the National School Breakfast and Lunch Programs meet or exceed U.S. Government Nutritional Standards.

• **721.02.2:** The District will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals (<http://www.fns.usda.gov/sites/default/files/CN2014-0130.pdf>)

All food and beverages sold or marketed to students during the school day by the District, its staff or school-sponsored groups must be consistent with the U.S. Governmental Nutritional Standards or the USDA "smart snacks" rule except as provided below.

• **721.02.3:** For student organizations that have fundraisers involving food, the District encourages selling food that meets the smart snacks rule. Each student organization will be allowed one fundraising exemption for not more than two weeks in time, to take orders for foods that do not meet the nutritional standards, provided that the food itself is not sold during the school day.

721.03 – Nutrition Promotion

• **721.03.1:** Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food

environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

- **721.03.2:** The District will promote healthy food and beverage choices for all students throughout the district, as well as encourage participation in school meal programs. This promotion will occur through at least:
 - Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom Techniques and
 - Only marketing foods and beverages that meet the USDA Smart Snacks in School nutrition standards during the school day. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.
 - The District will actively assist families who qualify for free or reduced lunch to complete the necessary paperwork.

721.04 – Nutrition Education

- **721.04.1:** The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:
 - Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - May be integrated into other instruction as appropriate.
 - Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
 - Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
 - Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
 - Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
 - Teach media literacy with an emphasis on food and beverage marketing; and
 - Include nutrition education training for teachers and other staff.
- **721.04.2:** Lunchroom techniques to promote healthy food and beverage choices may include:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.
 - The District child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
 - When possible, lunch will follow the recess period to better support learning and healthy eating.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

- The District will implement at least four of the following five Farm to School activities :
 - Local and/or regional products are incorporated into the school meal program;
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/regional products.

- **721.04.3:** Essential Healthy Eating Topics in Health Education or through our curriculum students will learn about topics essential to maintaining a healthy lifestyle

721.05 - Physical Activity Goals

- **721.05.1:** The nationally recommended amount of daily physical activity is at least 60 minutes per day. The District shall provide opportunities for students to obtain this level of daily activity through regular instruction in a physical education class, co-curricular activities, recess, intramurals and other opportunities for physical activity before, during and after school. The District shall also make facilities available to District residents and students for the purpose of providing opportunities to meet this standard. Physical activity will not be withheld as punishment unless there is a health and safety concern for the student, other student(s) or staff member(s).
- **721.05.2:** All elementary schools will offer at least 40 minutes of recess each day. Outdoor recess will be offered when weather permits. If indoor recess is necessary, schools will promote physical activity in gyms and other appropriate locations within the buildings.
- **721.05.3:** Students will be offered periodic opportunities to be active or to stretch during a school day. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. Teachers are encouraged to incorporate movement and kinesthetic learning approaches into all classroom instruction.

721.06 – Other School-Based Goals to Promote Wellness

- **721.06.01: Curriculum**
 - A) The District's Health Education curriculum shall educate students using age-appropriate curricula consistent with national and state standards to develop the knowledge, attitude, skill and habits for life-long healthy eating habits and physical activity.
 - B) The Physical Education curriculum shall instruct students of the importance of physical exercise and expose them to a wide range of physical activities so that they develop the knowledge and skills to be physically active for life. Students in grades K-6 will receive physical education instruction for at least 50-89 minutes per week throughout the school year, with increasing instruction time for higher grades.
- **721.06.02: Classroom Incentive and/or Parties**
 - A) Celebrations and parties:

The District strongly encourages that celebrations and parties involve either healthy foods and/or non-food related celebration ideas. The District Wellness Committee (the "Committee") (DWC) will provide a list of healthy celebration/party ideas to parents and teachers, including non-food ideas. The DWC It is recommended that celebrations and parties will be held after lunch periods to ensure students eat a healthy lunch.
 - B) Classroom snacks brought by parents/guardians:

For parents /guardians that want to provide snacks or other items for their student's classroom, the District strongly encourages healthy foods and/or non-food related celebration items. The DWC Committee will provide a list of foods and beverages to parents/guardians that meet Smart Snacks nutrition standards, as well as non-food related age-appropriate ideas.
 - C) Rewards and incentives:

The DWC Committee will provide to school staff a list of alternative ways to reward children other than food or beverages. Foods and beverages should not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior, except as provided in a student's IEP.
- **721.06.04: School Sponsored Events Outside of the School Day** - Foods and beverages offered or sold at all school-sponsored events (including but not limited to athletic events, dances or performances) should promote good health and nutrition. Healthy alternatives (such as water, fruit, vegetables or nuts) will be offered.
- **721.06.05: Positive Cafeteria Environment** - Each building is responsible for providing a positive environment in school cafeterias by giving an adequate amount of time for students to eat meals and scheduling lunch periods in a reasonable manner.

721.07 – Reimbursable School Meals

- A) In buildings where the District provides reimbursable school meals, those meals shall meet minimum requirements outlined in federal laws and regulations applicable to child

nutrition programs, including minimum nutritional standards.

- B) Students who will not be in their school building during the normal lunch serving time because of field trips or other school activities may obtain a bag lunch from their building's food service. Bag lunches will meet the same nutritional requirements as other reimbursable school meals. Teachers and other field trip organizers are encouraged to include a bag lunch ordering option on all field trip permission forms.

721.08 – District Wellness Committee

- **721.08.01:** The Board designates the Director of Community Education as the Wellness Coordinator who is responsible for the implementation and oversight of this policy. The Wellness Coordinator should: (a) fully understand the local wellness policy of the National School Lunch Act; (b) facilitate the development and updating of this policy; and (c) have the authority and responsibility to ensure that each school complies with this policy.
- **721.08.02:** The Committee shall implement, review and update this policy in accordance with the Healthy, Hunger Free Kids Act of 2010, the Food and Drug Administration's regulations, and other applicable federal or state laws. The Committee will meet a minimum of two times annually. At least every three years starting in 2017-18, the Committee shall assess each schools' compliance with this policy and make the results available to the Board and to the public on the District's website. The assessments must include: (a) the extent to which the schools are in compliance with the policy; (b) the extent to which this policy compares to model school wellness policies; (c) a description of the progress made in attaining the goals of the policy; (d) policy compliance by making the assessment available to the public in an accessible and easily understood manner; and (e) recommend updates to the policy based on the assessment.
- **721.08.03:** The Wellness Coordinator shall chair the Committee. The Committee shall be composed of the following members:
 - Board Representative
 - Administrators
 - School Meal Program Director
 - Physical Education and Health Teachers
 - School Nurses
 - Human Resources Staff
 - Parents
 - Community Members
 - Community Education & Recreation Director
 - Students
 - Other members as the Committee deems appropriate
- **721.08.034:** The Committee shall retain records of its meetings, including the members attending the meetings, documentation of the triennial assessment of this policy, and compliance with the notice requirements under this policy.

Adopted: 8/14/2006; Revised: 10/25/2010, 11/9/2015, 6/12/2017

360: SELECTION OF PLAY/MUSICAL PRODUCTIONS

360.1 – The District believes in providing a comprehensive educational program and views fine arts programs as an integral component of 21st century learning.

360.2 – Theatrical and musical productions should provide a diversity of appeal and present a variety of points of view for student participants as well as the audiences. They should also allow for maximum use of student talent, provide for a high level of student participation and make the best utilization of existing facilities.

360.3 – Productions will be chosen that enrich and support the curriculum, taking into consideration the varied interests, ability and maturity levels of the students and the community based audiences.

360.4 – In selecting a production, the director shall develop a prioritized list of potential production and work with the building administrator on the selection process. The building administrator must approve the final selection of the production will rest with the building principal.

Adoption Date: 1/14/1991; Revised: 4/8/2013

331: SPECIAL EDUCATION POLICIES AND PROCEDURES

331.01 – The Oregon School District shall provide a free and appropriate public education to each child with a disability within its jurisdiction, regardless of the nature or severity of the disability. Educational and other services shall be provided either locally or through agreements with other school districts or agencies and shall be provided in accordance with state and federal law.

331.02 – Procedures for screening, referring, identifying and serving children with disabilities shall be consistent with the Wisconsin Department of Public Instruction Model Local Educational Agency Special Education Policies and Procedures, which shall be considered Board policy.

Legal Reference: Chapter 115, Subchapter V Wisconsin Statutes Section 118.13, PI 11,

Wisconsin Administrative Code, Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act, Americans with Disabilities Act of 2004, CROSS REF: 157 Anti-Harassment, Non-Discrimination Policy Special Education Policies and Procedures/ Administrative Guidelines

Revised: 8/19/2002, 2/11/2008

175: STUDENT CENTERED DECISION MAKING

175.01 – The Oregon School District Board of Education is committed to policy governance and to operation of the District within defined policy guidelines. This involves delegation to the Superintendent of operational implementation of Board policies within established parameters and employee responsibilities that maximize the effective use of human, financial, and time resources. The Board believes all District decisions should have as their guiding principle its students and their learning.

175.02 – The Board believes that those who are affected by substantive District decisions should have an opportunity for input or participation in the decision-making process.

175.03 – In order to focus District decision-making on students and their learning, all substantive decision-making should utilize the following parameters to evaluate the appropriateness and value of any decision under consideration:

1. Is the decision in alignment with District policies, including Board Position Papers and strategic plans;
2. Is the decision consistent with research and best educational practices;
3. Does the decision include an appropriate assessment plan, tools, benchmarks, and data-set;
4. Is the decision in compliance with local, state, and federal laws;
5. Is the decision's implementation within budget parameters; and
6. Is the decision student-centered?

175.04 – The concepts of policy governance, student-centered decision making parameters, and continuous improvement are entered into with the full and complete understanding that ultimate authority and responsibility for school governance and decision-making remains with the Board as defined in the state statutes.

Adopted: 1/11/1994; Revised: 1/10/2011

631: STUDENT FEES

631.01 – High School Parking Fee

- **631.01.1:** High school seniors and juniors are eligible to receive a parking permit for reserved student parking areas. Sophomores will be eligible if parking spaces are available after consideration of Senior and Junior requests.
- **631.01.2:** Students will be charged \$25.00 for a parking permit per semester of parking.
- **631.01.3:** Students may register for a parking permit in a manner determined by the administration.
- **631.01.4:** Students must pay the fee at the registration time in order to secure a permit.
- **631.01.5:** Students will be expected to park in designated student areas. When students park in a non-designated area, they will receive a \$10.00 fine issued by the school.
- **631.01.6:** Students who violate the expectations related to student parking will lose their privilege to park in the student lot. The expense of the parking permit will not be returned to the student.
- **631.01.7:** High school students without a student parking permit who park in designated student areas or commit other parking violations will receive a \$10.00 parking fine from the school. They may also lose their privilege to obtain a student parking permit in the future.
- **631.01.8:** All funds received from the sale of parking permits and parking fines will fund expenses associated with the enforcement of the above policy. This will include wages and fringe benefits of an educational assistant to monitor the school parking, materials and supplies.
- **631.01.9:** High school administration will designate the use of parking areas on school grounds, determine the number of parking permits and the manner in which they are sold, assess fines for parking violations and serve as final authority to fines that are issued.

631.02 – Textbook Fines

- **631.02.1:** Students are responsible for the care of the school issued educational materials or equipment.
- **631.02.2:** Students will not be charged a book fine if the school issued educational material or equipment shows normal wear.
- **631.02.3:** Students will be charged a replacement or repair cost for school educational materials or equipment that is either lost, or damaged.
- **631.02.4:** The amount of fines will be determined by building administration.
- **631.02.5:** A fine will not be charged if the school issued educational materials or equipment

is scheduled for replacement the following school year.

631.03 – Rental of District Owned Large Musical Instruments

- 631.03.1: The rental rate of large musical instruments by band and orchestra students shall be \$40 per year.
- 631.03.2: The rental rate for percussion instruments shall be:
 - \$10.00 per year for 5th grade students
 - \$20.00 per year for 6th – 8th grade students
 - \$40.00 per year for high school students
- 631.03.3: Students who own their instruments valued at \$250.00 or more and are requested to play a different school-owned instrument in order to improve the mix of instruments in the ensemble will be eligible for a \$20.00 scholarship.
- 631.03.4: Students and parents will be required to sign and abide with the conditions of the rental contract.
- 631.03.5: Students on free and reduced lunch may contact administration for consideration of waiver of rental fee.

631.04 – Hockey

- 631.04.1: The District shall establish a budgetary contribution for the school district hockey program. The balance of the costs for running that program shall be borne by the student participants.

631.05 – Advanced Placement (AP) Exam Fees

- 631.05.1: The AP Exam fee will be the responsibility of the student/parent.

631.06 – Transcript Fees

- 631.06.1: Academic transcripts will be provided electronically through a third party vendor. Students may obtain transcripts and direct their transfer subject to payment of a fee established by the vendor.
- 631.03.2: Students on free and reduced lunch may contact administration for consideration of waiver of transcript fees.

Adopted: 7/26/1999; Revised: 4/22/2002, 7/8/2002, 9/9/2002, 1/13/2003, 7/14/2003, 3/8/2010

338: STUDENT FUNDRAISING

338.01 – All fundraising that involves the solicitation of the public by students involving a school related activity must be approved on an annual basis by the Superintendent, who shall take into account the nature of the fundraising and the appropriate distribution of those funds, its impact on the District and community and the likely compliance with terms of and guidelines established by this policy. Approval will be made at the building level before it is forwarded to the Superintendent for approval. Fundraising which is internal to the building and does not solicit the public only requires the approval of the building administrator.

338.02 – Fundraising activities involving students shall only be for projects designed to promote educational or co-curricular activities and shall not interfere with the educational process or the District's mission.

338.03 – No student fundraising shall be conducted for personal uses.

338.04 – All student fundraising must be supervised by a faculty member, coach, or a faculty advisor of an approved student organization.

338.05 – Student participation in fundraising must be voluntary.

338.06 – Students in grades K-6 shall not be involved in student fundraising activities which are external to the building and solicit the public. Only high school students shall be permitted to engage in door-to-door fundraising. Students who engage in door-to-door fundraising shall carry an identification order form showing their name, organization, purpose of the fundraiser, and delivery date. All orders shall be acknowledged in writing by the purchaser and, if requested, the purchaser shall be given a receipt. The prospective purchaser shall be allowed to donate money instead of purchasing product.

338.07 – Any fundraising activities by groups organized for the purpose of supporting the schools, school groups or school activities and are conducted within the school or involved students, are subject to this policy.

338.08 – Use of the Oregon School District name or logo, or any Oregon School name or logo for the purpose of raising funds for non-school district purpose is prohibited.

338.09 – The fundraising sponsor shall summarize the results of student fundraising activities and report those results to the building principal within two weeks of the end of the fundraising activity.

338.10 – All funds originating from a school-sponsored fundraising project or activity under District's supervision shall become the District's property and are subject to the control and discretion of the Superintendent.

338.11 – Any staff member conducting fund raising activities may not receive for his/her personal benefit anything of value from any person other than his/her employing school district as a result of his/her involvement in the fundraising. Any gifts, prizes or awards that are not given directly to the students involved in the fundraising or any refunds, rebates or discounts that may result from the fundraising shall become the property of the Oregon

School District to be disposed of as provided in school policy and/or administrative procedures.

338.12 – All funds derived from student fundraising activities shall be handled in a manner prescribed by the Superintendent which shall be in accordance with generally accepted accounting principles.

Approved: 5/12/2008

440: STUDENT INTERNET ACCESS

440.01 – The Oregon School District provides Internet access from its campus network to students, staff and board members.

440.02 – Providing Internet access is an important part of preparing District students for the future. This goal includes the following objectives:

- Provide access to educational resources.
- Provide communication services.
- Provide methods for research.

440.03 – Students must comply with all guidelines for appropriate use contained in Policy 771 Electronic Communications Policy, and in the Student Handbook, regardless of whether the equipment and methods they use for accessing the Internet are provided by the District or are personally owned.

440.04 – Students, parents, staff and Board members should be aware that some materials available on the Internet could be objectionable, illegal, defamatory, inaccurate or potentially offensive to some people. The District shares responsibility with students, parents, staff and board members for control over access of inappropriate Internet materials. Pursuant to the Children's Internet Protection Act and the Student Handbook, the District will monitor the online activities of all students.

440.05 – Pursuant to the Children's Online Privacy Protection Act, the District may contract with third-party website operators to offer online programs solely for the educational benefit of its students and for no other commercial purposes. In these cases, the District may consent to the collection of students' information. In all other cases, the District will obtain consent from parents/guardians for the collection of students' personal information for students' under age 13.

440.06 – Students, parents, staff and Board members are responsible for the ethical and educational use of the Internet. User accounts are to be used only by the authorized owner of the account for the authorized purposes as enumerated in 440.02.

440.07 – Any internet use which is listed in the Board Electronic Communications Policy 771, or which is inconsistent with the Student Handbook or the Code of Conduct, is not permitted and may result in the immediate loss of Internet access and other disciplinary actions.

440.08 – Violations may result in the following actions:

1. Notification of the violator and/or parent/guardian.
2. Revocation of District technology use privileges.
3. Conference with an administrator.
4. Notification of law enforcement officials.
5. Removal from computer access for remainder of year.
6. Notification of the Superintendent or designee.
7. Suspension from school.
8. Recommendation for expulsion.

440.09 – The District's computer network is the District's sole property. All electronic communications transmitted by, received from or stored in the District's network are owned by the District. Students, parents, staff and Board should have no expectation of privacy with regard to the use of the District's network or information, messages, files and other data stored on these systems except where provided by law. The District may access, search, monitor and/or disclose to appropriate authorities any communication at any time without prior notice being given.

440.10 – If a District's network user inadvertently becomes connected to a site that contains any material with prohibited content, the user must disconnect from that site immediately and inform the appropriate staff member of the incident.

440.11 – As part of the District's Internet safety curriculum, students will be educated about appropriate online behavior, including interacting with other individuals online, appropriate communication with peers, and cyberbullying awareness and response.

Legal References: Wis. Stat. § 120.13(1) / Wis. Stat. § 943.70 / Wis. Stat. § 947.0125 / Public Law 94-553, Federal Copyright Law / Children's Internet Protection Act / Broadband Data Improvement Act of 2008 / Children's Online Privacy Protection Act 15 U.S.C. §§ 6501–6506

Adopted: 10/25/1999; Revised: 8/19/2002, 9/9/2002, 2/11/2008, 10/25/2010, 9/24/2012, 6/10/2013, 10/9/2017

337: STUDENT ORGANIZATIONS

337.01 – A student organization is a group of students who on a regular basis utilize school premises during non-class time for purposes related to the District's mission, except for those

groups formed exclusively for competition with similar school groups (e.g., athletic teams, Mock Trial). Student organizations must be approved by the Superintendent. In order to be approved, the student organization must satisfy the following criteria:

- a. Have adopted a mission statement which sets forth the organization's purpose which shall be school-based, and not contrary to the District's welfare or best interests and which will not interfere with the students' educational process.
- b. Have adopted an organizational structure which includes a President and Treasurer;
- c. Have a faculty advisor;
- d. Identify financial requirements or needs, including the necessity for fundraising.

337.02 – Only current resident students, except as approved by the Superintendent, can be members in student organizations. Student organizations must be open to all current resident students and shall not discriminate against any student on the basis of any protected classification.

337.03 – A student organization can only engage in fundraising as permitted by District policies and only for purposes consistent with its approved mission.

337.04 – A student organization can be disbanded by the Superintendent for failure to act within the scope of its approved mission, misconduct or actions which are contrary to the District's welfare or best interests or inactivity for a period of two years.

337.05 – Student organization's financial activities shall be in accordance with the following standards:

- a. All student organization activity funds shall be under the control of the Board and shall be deposited and disbursed in and from the appropriate District account in accordance with procedures established by the Superintendent, which shall be in accordance with generally prevailing and accepted accounting principles.
- b. Each student organization shall keep accurate financial records in accordance with procedures established by the Superintendent.
- c. Disbursements from student organization activity funds may be made only for expenses directly related to the mission of the student organization and with the approval of the organization's faculty advisor.
- d. All student organization activity funds shall be subject to an annual audit at the same time

as the District's annual audit. The Board shall be provided with an itemization of activity fund accounts at the same time as it receives the annual District audit.

- e. Student organizations shall not be allowed to operate with a negative activity account balance, except with the Superintendent's approval in circumstances in which the negative balance is expected to be temporary in nature due to the timing of receipts and expenses.
- f. If a student organization's activity account has no activity for a period of one year from the last annual audit, the Superintendent may close the account and have the funds from such account transferred to Fund 21.
- g. At the end of the District's fiscal year, all student organizations' activity account balances will be carried over to the following school year with the exception of the graduating class account. The graduating class account, after paying all expenses, shall be carried through the audit immediately following the sixth anniversary of graduation. Any funds remaining in the graduating class treasury at the end of the school year shall be transferred to Fund 21.

Approved: 4/14/2008

436: STUDENT POLICY ON ALCOHOL AND/OR OTHER DRUGS

436.01 – Oregon School District Student Alcohol and/or Drug Use Policy

- **436.01.01:** The Oregon School District (OSD) prohibits, and will not tolerate any student engaging, anywhere on school premises or while involved in a school sponsored or related activity, including communication via electronic media, in the following: (1) the manufacture, distribution, solicitation, possession, use or consumption of drugs or intoxicants; (2) the possession of drug-related paraphernalia or intoxicant containers; (3) being under the influence of a drug or other intoxicant. School premises include: school-owned property; vehicles parked anywhere on school property; any off-school property that is being used for a school-sponsored activity, event or function; school-owned vehicles; and any vehicle used to officially transport students to or from school, or for any school activity.
- **436.01.02:** The District prohibits, and will not tolerate any student engaging anywhere on school premises or while involved in a school sponsored or related activity, including communication via electronic media, the use or possession of: (1) tobacco, (2) products containing nicotine, or (3) electronic cigarettes or similar devices that are meant to produce a vapor, regardless of nicotine level.
- **436.01.03:** The use of prescription or over the counter medicines is to be construed as an exception to this policy when used by the individual for whom they were prescribed, when used in the manner and amounts prescribed, and when used in accordance with other school policies governing student medications. In this case, it is the responsibility of the

parent (s) and the student to inform the school of any prescribed medication that may cause apparent impairment.

- **436.01.04:** Students in violation of this policy will be subject to disciplinary action, which may include school, civil and municipal consequences.

436.02 – Definition of Terms

- **436.02.01:** Drug: all controlled substances, and prescription drugs, non-prescription drugs or other substances (when used, portrayed, or distributed inappropriately).
- **436.02.02:** Intoxicant: all fermented malt beverages and intoxicating liquors as defined by Wisconsin law. Under the influence: A student shall be considered under the influence if:
 - a. a student admits to such
 - b. the facts from other sources provide information for the District to conclude such
 - c. the administration has reasonable suspicion to believe the student is under the influence and the student refuses to take a screening test
 - d. there is a positive finding on the Drug Identification and Recognition Seven Step Process field test or breathalyzer that was performed by an individual certified to administer that test or
 - e. there is a positive finding on a urinalysis or blood test performed by a lab certified to perform these tests.

436.03 – Prevention and Early Intervention of Alcohol and/or Drug Related Problems

- **436.03.01:** The Oregon School District recognizes the importance of substance abuse prevention and early intervention, and therefore has established a Student Assistance Program (SAP). The SAP provides a comprehensive framework for the delivery of K-12 universal, targeted and selected prevention/intervention strategies. SAP services reduce risk factors, promote protective factors and thriving behaviors and increase asset development in students.
- **436.03.02:** Although the primary focus of these efforts will be on prevention, instructional services, early intervention and support, the building administrator may, on occasions of reasonable suspicion of violation of the district's Student Policy on AOD, also employ strategies that focus on monitoring students and the school environment for the presence of intoxicants, drugs and/or paraphernalia. These strategies may include, but are not limited to: searches of lockers, personal items and clothing, searches of student owned and operated vehicles parked on school grounds, the use of drug detection canines, and requests to parents to seek a urinalysis or other medical test from an appropriate agency for their student. A student may be disciplined for refusing to submit to such tests and the fact of such refusal may be used in any proceeding to enforce this policy.
- **436.03.03:** The District, on a random basis, may also employ the use of drug detection canines on Oregon High School and Oregon Middle School buildings, grounds and parking lots.
- **436.03.04:** The SAP an essential feature of the SAP includes the encouragement of students and their families to contact building administrators, pupil services staff, other AODA Support staff or the District SAP Coordinator for help with alcohol and other drug related problems, with the assurance that such contacts will be handled sensitively and confidentially. All staff are expected to observe OSD policies regarding confidentiality.
- **436.03.05:** School personnel who engage in alcohol or drug abuse program activities shall keep confidential all information received from a student or anyone else about that student's or another student's use of alcohol and/or drugs, and about problems resulting from alcohol and/or drug use, unless:
 1. the student using or experiencing problems resulting from the use of alcohol or drugs consents in writing to the disclosure of the information.
 2. the district SAP Coordinator, school psychologist, counselor, social worker, nurse or administrator has reason to believe that there is serious and imminent danger to the health, safety or life of any person, and that the disclosure of the information to another person will alleviate the serious and imminent danger. No more information than is required to alleviate the serious and imminent danger may be disclosed; or
 3. the information is required to be reported under the child abuse and neglect reporting law.
- **436.03.06:** No records of a student's participation in the SAP will become part of the student's permanent record or cumulative file. Confidential records will become part of student's behavior files. Diagnostic labels such as "drug abuser" or "chemically dependent" are not to be used in documents referring to student, or in conversation about the student with third parties, by any staff member.

436.04 – Consequences for Violation of Student AOD Policy

- **436.04.01:** Enforcement of this policy will be the responsibility of the building administrators, with the support of the OSD Superintendent and OSD Board of Education. The number of violations that a student incurs will accrue over the student's time of enrollment with the OSD.
- **436.04.02:** For first violation: The building administrator will contact parents/guardians as

soon as practicable upon verification of the violation. Law enforcement personnel will be notified when a municipal, state or federal law has been violated. Depending on the circumstances of the violation, the student will be suspended for up to five school days, and be referred for expulsion. The student is also subject to all consequences stated in the OHS Co-Curricular Eligibility Code or Oregon Middle School Co-Curricular Code policies (438).

- **436.04.03:** For second and subsequent violations: The building administrator will contact parents/guardians as soon as practicable upon verification of the violation. Law enforcement personnel will be notified when a municipal, state or federal law has been violated. Referral for expulsion will be made, which includes suspension until expulsion proceedings are complete. The student is also subject to all consequences stated in the OHS Co-Curricular Eligibility Code or Oregon Middle School Co-Curricular Code policies (438).
- **436.04.04:** For acute alcohol/drug intoxication: Because of the potential dangers to the student, and others, presented by his/her acute intoxication with alcohol or other drugs, when students exhibit evidence of acute intoxication, incapacitation or a drug overdose in school or at school-sponsored events, emergency personnel will be contacted immediately for student transport to a facility designed to provide detoxification services. Parents will be notified as soon as practicable. Following his/her return to school, the consequences for violations of the OSD Student AOD Policy will be implemented.

436.05 – Liability and Responsibility

- **436.05.01:** The Board of Education's protection from liability will be extended to all staff to the extent that they act in accordance with this policy and observe the procedures consistent with it, established within their respective sites. The Board of Education will make available resources sufficient for personnel and training necessary for the implementation of this policy.
- **436.05.02:** It is the responsibility of each building administrator (or his/her designee) to ensure that students, staff, parents and the community are informed annually, at the beginning of the school year, about the OSD's Student AOD Policy;
 1. develop procedures consistent with this policy; and
 2. allocate resources necessary for staff understanding and implementation of the Student AOD Use policy and procedures, and SAP services.
- **436.05.03:** Policy interpretation and final decisions regarding procedures, i.e., disciplinary action and the consequences of violation of this policy, will be made by the building administrator, Superintendent, and/or Board of Education, in consultation with the District SAP Coordinator, teaching staff, and/or members of the pupil services staff where appropriate.

Adopted: 2/28/2000; Revised: 7/8/2002, 7/6/2006, 10/25/2010, 12/13/2010, 7/11/2011, 11/12/2016, 8/8/2017, 11/12/2018, 10/8/2018

156: STUDENT RECORDS

156.01 – Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

156.02 – The Board of Education recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval.

156.03 – Building principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District guidelines.

156.04 – Student record notices shall be published annually in accordance with state and federal law.

Legal References: Sections 118.125 Wisconsin Statutes, 118.126, 118.51(8), 118.52(10), 146.81 – 146.84, 252.15, 767.24 (7), 938.342 (1r), 938.396 / Family Educational Rights and Privacy Act (20 USC Section 1232g, 34 CFR Part 99) / No Child Left Behind Act of 2001 (Section 9528) / Protection of Pupil Rights Provision of General Education Provisions Act (20 USC 1232h) / U.S.A. Patriot Act (P.L. 107-56)

Adopted: 6/28/1993; Revised: 3/10/1997, 10/26/1998, 10/10/2005

156.06 – Student Records Guidelines (Procedures for the Maintenance and Confidentiality of Student Records)

- **156.06A: Content of Records** – Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and records necessary for and available only to persons involved in the psychological treatment of a student.
 1. **Progress records** maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extra-

curricular activities and the student's attendance record.

2. **Behavioral records** maintained by the school include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records.

a. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent.

The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. A law enforcement agency may also enter into an interagency agreement with the District to provide for the routine disclosure of this information to the District. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.

Once the law enforcement agency record information is received, the student named in the records and the parent/guardian of any minor student named in the records shall be notified of the information.

b. **"Law enforcement unit records"** include those records maintained by a law enforcement unit of the District that were created for the purpose of law enforcement. A "Law enforcement unit of the District" is an individual, office, department, division or other component of the District that is authorized by the Board of Education to do any of the following: (1) enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance against any person other than the school district, and/or (2) maintain the physical security and safety of a public school.

c. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.

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

e. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above.

3. **Directory data** are those student records that include the student's name, address, telephone listing, participation in officially recognized activities and sports, weights and heights of athletic team members, major field of study, dates of attendance, degrees and awards received and the name of the school most recently previously attended by the student.

- **156.06B: Confidentiality** – All student records are confidential, with the following exceptions:

1. Release of Student Records to Students and Parents/Guardians
 - a. a student or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
 - b. an adult student or the parent/guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
 - c. a parent shall have access to a student's school records regardless of whether the

- parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child or ordered by the court.
- d. personally identifiable information from an adult student's records may be disclosed to the student's parent(s)/guardian(s) under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
2. Access to Student Records (Other than Patient Health Care Records) by District Staff and Other Designated School Officials
 - a. Student records shall be made available to persons employed by the state to hold a license and to other school district officials who have legitimate educational interests, including safety interests, in the student records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
 - b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.
 - c. Law enforcement unit records may be made available to school officials under the same conditions as outlined above regarding access to law enforcement agency record information.
 - d. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.
 - e. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under state special education laws.
 3. Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) To Others
 - a. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent/guardian or adult student of a judicial order in advance of compliance therewith, except as otherwise provided by law.
 - b. If school attendance is a condition of a student's court dispositional order under state law, the District shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.
 - c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent/guardian shall be notified of that disclosure as soon as practicable after the disclosure.
 - d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
 - e. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual.
 - f. For the purpose of providing services to a student before adjudication, the District may disclose student records to a law enforcement agency, district attorney, city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as permitted under state law.
 - g. Upon the written permission of an adult student, or the parent/guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written request.
 - h. Student records shall be provided to a court in response to a subpoena by parties to an action for *in camera* inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parents/guardians or adult student of the subpoena in advance of compliance therewith, except as otherwise provided by law.
 - i. The District may provide the DPI or any public officer with information required under Chapters 115 to 121 of the state statutes. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
 - j. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
 - k. Upon request, the names of students who have withdrawn from school prior to graduation shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22, 46.23 of the state statutes.
 - l. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, developmental disabilities, alcoholism and drug abuse). The parent(s)/guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
 - m. The District shall, upon request, provide student disciplinary records necessary for purposes of open enrollment in another public school district as permitted by law. These records may include:
 1. A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 2. A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 3. The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings
4. Release of Patient Healthcare Records

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

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

Any record that concerns the results of a test for the presence of HIV or antibody to

HIV (the virus which causes acquired immunodeficiency syndrome – AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

5. Release of Directory Data

Except as otherwise provided, directory data may be disclosed to any person after the school has: (a) notified the adult student or parent, legal guardian or guardian ad litem of a minor student of the categories of information which it has designated as directory data with respect to each student, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student or parent/guardian or after the District has been restricted from doing so by any of those parties.

- a. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college district board.
- b. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.
- c. The District shall provide, on a request made by military recruiters or institutions of higher education, access to secondary school students' names, addresses and telephone listings. A secondary school student or the parent/guardian of a student may request that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall notify parents/guardians of the option to make a request and shall comply with any request. The District shall provide military recruiters the same access to secondary school students and student directory data about such students as is provided to post-secondary schools or prospective employers.

When reviewing student directory data requests, as well as when implementing other provisions of these guidelines, consideration shall be given to applicable provisions of the public records law and the district's policy and procedures dealing with public records.

6. Transfer of Records

The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice:

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

Student records shall be transferred within five working days of receiving the request.

• 156.06.C: Maintenance, Disclosure and Destruction of Student Records

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.
2. The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at that school. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The building principal or his/her qualified designee shall be present to interpret behavioral records when the inspection is made under Section B (1) (b) above. Upon transfer of student records to the central administrative office, the District Administrator or hi/her qualified

designee shall assume these duties.

3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
the parent/guardian or adult student;
 - a school official;
 - a party with written consent from the parent/guardian or adult student;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.
4. When the student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the central administrative office. Records that are transferred to the central administrative office shall be maintained as follows:
 - a. Behavioral records will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her parent guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.
 - b. Student progress records shall be maintained after the student ceases to be enrolled in the District.
5. The Director of Special Education shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians and adult students shall be informed of information that is no longer needed to provide educational services to the student with a disability and of their right to obtain a copy of such information before it is destroyed.

• 156.06.D: Amendment of Records

1. A parent/guardian or adult student who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent/guardian or adult student of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent/guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent/guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.
 - a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
 - b. The parent/guardian or adult student shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
 - c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.
 - d. The hearing shall be held and the parent(s)/guardian or adult student informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.
 - e. If the hearing officer decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
 - f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent/guardian or adult student of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing officer.

• 156.06.E: Complaints Regarding Alleged Non-Compliance with Federal

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

• 156.06.F: Annual Notice

Parents/guardians and adult students shall be notified annually of the following (1)

their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading, or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their option to request the district not to release the secondary school student's named, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

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

176: STUDENT REPRESENTATION ON THE BOARD OF EDUCATION

176.01 – Consistent with its decision-making policy (Board Policy 175), District students should have the opportunity for input and participation in substantive District decisions, policies or practices which directly affect them. In order to provide students with this opportunity, the Board and administration shall:

1. Provide the appropriate resources for student government bodies within each school with jurisdiction to discuss substantive District issues;
2. Have a standing agenda item for each regularly scheduled Board meeting and opportunity for students or their representatives to address the Board; and
3. Meet with student representative organizations at mutually scheduled times upon the request of such organizations for the purpose of discussing substantive District issues.

Adopted: 12/ 13/1993; Revised: 9/11/2006, 1/10/2011

431: STUDENT RIGHTS AND RESPONSIBILITIES

431.01 – Preamble

- **431.01.1:** Students have the responsibility to respect the rights of teachers, other students and all persons involved in the educational process, and must exercise a high degree of self-discipline in observing and adhering to school rules and regulations. Students have the primary responsibility to inform themselves about these rules and regulations, and to adhere to them to avoid causing any substantial disruption that detracts from the educational opportunities of other students.
- **431.01.2:** The following discussion of rights and responsibilities of students shall not be construed to deny or limit any rights retained by students, or responsibilities placed upon students as citizens of this State or of the United States of America. Within this framework, school authorities have broad discretion to enact and enforce student rules and regulations in areas affecting the management of the school in order to insure its proper and efficient operation.

431.02 – Expression

- **431.02.1: Right of Expression:** Expression cannot be prohibited because of disagreement with or dislike for its contents. Expression is, however, subject to reasonable and non-discriminatory regulations of time, place and manner. Expression can be limited if it takes the form of action that materially and substantially interferes with the normal activities of the school or substantially detracts from the rights and educational opportunity of others.
- **431.02.2: Dress and Personal Appearance:** Students may choose their own dress and personal appearance, as long as such dress or personal appearance does not materially disrupt school operations, present an obscene or vulgar appearance or constitute a danger to health and safety. The School Board may enact and enforce regulations defining modes of dress and appearance.
- **431.02.3: Buttons, Armbands and Other Modes of Symbolic Expression:** Students may wear buttons, armbands and other items of symbolic expression in school. However, the item of symbolic expression may not be vulgar or obscene, and the wearing of such button or armband, or any other behavior by the student in relation to such wearing, may not cause disorder or infringe upon the rights of others.
- **431.02.4: Verbal Expression:** Students may demonstrate dissent verbally in any lawful manner, including the forming of assemblies. However, students do not have the right to protest, whenever, wherever and however they please. The School Board may establish and enforce regulations to prevent demonstrations from materially disrupting classwork, creating substantial disorder or infringing upon the rights of others.
- **431.02.5: Written Expression**
 1. Space on one or more bulletin boards will be provided in each school for students to

use to post any literature of a non-commercial nature. Prior approval by the principal or a designated representative is required to ensure that posted literature is not obscene, libelous or of the nature that could cause material disruption of the educational environment. A denial of approval may be appealed as set forth in the due process rights section below.

2. Students have the right to distribute newspapers or other printed material of a non-commercial nature on school grounds, if the building principal has been notified that said distribution is to take place. The building principal or designee is authorized to limit the time, place and manner of distribution as it relates to possible substantial interference with educational activities. The name and address of the person or organization distributing the literature must be printed on the literature. The principal, or a designee, shall curtail distribution of material he or she considers obscene, libelous or materially disruptive to the educational environment. The decision of the principal or a designee may be appealed as set forth below.

(1) The term "non-commercial" as used in subparagraphs 8.17.02 (E) (1) and (2) above includes announcements and notices of a commercial nature by or on behalf of local non-profit, charitable or service organizations.

3. Any and all student publications shall be produced only by students, not to preclude the right of the principal or other administrator to control the use of school equipment and the use of the school building. Editing shall be done by student editors chosen by the publications staff. The principal or a designated representative shall be accorded the opportunity to review material to be printed prior to printing and may suspend the printing of material he or she considers obscene, libelous or materially disruptive of the educational environment. The decision of the principal or a designee may be appealed as set forth below.
4. Students have the right to present to school authorities written petitions, grievances or complaints regarding any rights set forth herein and the right to receive prompt and timely written replies regarding the disposition of their petitions, grievances or complaints. These timely replies will be given within fifteen (15) days.

431.03 – Right to Due Process of Law

- **431.03.1:** Students shall be afforded the right to due process of law.
- **431.03.2: Notice of rules and regulations - (Student Handbook):**
 1. At least annually upon entering or enrolling in school, every student shall receive a handbook that includes, with reasonable specificity, a list of school rules, procedural rights and penalties for violations. Students have the responsibility to inform themselves of these rules. Physical force or restraint may be used by school personnel only to prevent a breach of discipline or to stop a continuing breach of discipline.
- **431.03.3: Appeal of decisions denying dissemination of written expression or denial of petitions, complaints, or grievances**
 1. The reasons for denial of petition, complaint or grievance shall be furnished in writing. The decision of the principal or a designee may be appealed to the District Administrator. The decision of the District Administrator may be appealed to the School Board.
- **431.03.4: Right to due process of law in disciplinary procedures**
 1. **Suspension:** The school district administrator, or a principal or a designee may suspend a pupil for violation of the rules or for conduct by the pupil while at school or while under the supervision of a school authority which endangers the property, health or safety of others. The required elements of the suspension procedure also are set forth in section 120.12 (b) of the Wisconsin Statutes and Section 434 of Oregon School Board policy.
 2. **Expulsion:** The School Board may expel a pupil from school whenever it finds him/her guilty of repeated refusal or neglect to obey the rules, or finds that he/she engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, and is satisfied that the interest of the school demands his/her expulsion. The procedural elements of due process including the right to notice of charges, hearing representation, record and appeal are set forth in section 120.13 (c) of the Wisconsin Statutes and Section 434 of Oregon School Board policy.

431.04 – Right of Privacy and Freedom from Unwarranted Search or Seizure of Property

- **431.04.1:** School officials shall investigate any suspicion that conduct or materials dangerous or harmful to the health and welfare of students, school personnel or property are present within the school. If warranted, school officials shall involve and cooperate with law enforcement personnel in any such investigation.
- **431.04.2: Cooperation with law enforcement agencies**
 1. If law enforcement personnel seek permission from school authorities to search a student or the student's property or locker to obtain evidence related to criminal activities, the school officials shall require the police to obtain a valid search warrant unless: (1) there is un-coerced consent by the person whose interests are involved, (2)

there is probable cause and circumstances are such that taking the time to obtain a warrant would frustrate the purpose of the search or, (3) a valid arrest has been made and the search is incident to the arrest.

• **431.04.3: Search of Students**

1. In the interest of the welfare of the students and the school community, it may be necessary to search a student or the student's property. The search may be conducted if the school official or his/her designee has a reasonable suspicion that the student has obtained, or has in his/her possession, items in violation of school regulation, local ordinance, state, or federal law.
2. No school official may conduct such search unless he/she suspects from reliable information or personal observation, which a student is in violation of school rule, local ordinance, federal law or state statute.
3. In such cases the following procedure will be used:
 - (1) Inform the student of the reason for conducting the search.
 - (2) Request the permission of the student to conduct the search.

- Procedure if the student consents: The school official or his/her designee who is conducting this search may request the student to empty pockets, purses, backpacks, or other articles used to carry personal effects; to remove hats, shoes, and/or to roll socks down. The school official or his/her designee can 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 or school employee has the right to request the removal of any other clothing or to conduct a strip search as defined under Section 431.04.3(3)(2)(2)*.

If the student cooperates, the school official or his/her designee shall notify the student's parent or guardian of the reason for such search.

- Procedure if the student refuses to cooperate: If the student refuses to cooperate, the school official or his/her designee has the authority to conduct a search as described below:

1. The school official or his/her designee has the right to involve a parent or to turn matter over to law enforcement officials. The student's parent may be requested to encourage the student's cooperation. If the school official turns the matter over to law enforcement officials, the student shall be detained until the law enforcement official arrives. The school official or his/her designee will notify the parent or guardian as soon as possible of the search and the reason for the search by law enforcement officials.
2. Danger to Students and Other Individuals (K-12) – If a school official or his/her designee has reason to suspect that a student is carrying a dangerous or illegal item or substance and if a school official or his/her designee believes that an immediate search is necessary, he or she may search a student's pockets or belongings and conduct a pat-down search. The student shall be detained until such time as a law enforcement official arrives.

At no time will a strip search be conducted by a school official or his/her designee. A strip search is defined in Wisconsin statutes 948.50.

- Involvement of Law Officials – Any school official or his/her designee has the right to contact a law enforcement official to take appropriate action.

- **431.04.4: Search of Lockers:** The Board has provided school lockers for the purpose of providing students with a convenient receptacle for clothing, books, and other articles necessary or convenient for a student's use during the school day. The student has no property interest in any locker. Lockers are subject to search by the administration to protect the health and welfare of the school community. A search will be conducted only when there is reason to suspect violation of school rules, regulations, local, state, or federal law or in the presence of the student concerned. Authorization to search a locker will be given only by the school administrator or a designee. The search will be made in the presence of two school officials and, if practical, the student. A record will be kept for one year by the school of all lockers searched, including the reason for the search and the findings. All lockers may be opened and/or inspected for housekeeping and repair purposes.

• **431.04.5: Search by School Authorities:**

1. Who may conduct a search
 - (1) A school administrator or his/her designee and one additional person may conduct a search. At least one of these two people must be of the same sex as the student being searched.
 - (2) On a field trip, during an extra-curricular activity, or on a school bus, any school official or his/her designee, male or female, may conduct a search without an additional person if no other adult is available. Any search must be conducted within the guidelines of the policy covered under C.3.

- **431.04.6: Documentation:** For all searches, the individual doing the search shall maintain a

written record of all actions leading up to and including the search. This document will be kept in a secure place in the school where the student attends.

431.05 – Other Rights and Responsibilities

- **431.05.1: Jurisdiction Over Non-School* Activities:** School officials may regulate out-of-school behavior if it affects the in-school behavior of the student or the welfare of others in the school. The school administration is specifically authorized to control the drinking of intoxicants, use of controlled substances or smoking while the student is at school, while under the supervision of a school authority or while engaged in a school activity. School officials may remove or cause to be removed individuals whose behavior indicates they may be under the influence of alcohol or controlled substances.

*This is not meant to supersede any additional rules and/or regulations concerning a standard of conduct, in or out of school, to which a student may agree to adhere as a part of a voluntary membership in a school activity and/or organization.

- **431.05.2: Parental Participation:** The parent or guardian of a student under the age of 18 years shall have the right to be informed of all matters affecting the education and discipline of the student.
- **431.05.3: Personal Behavior:** Personal behavior shall not be used as a method of evaluation of academic performance.

431.06 – The general standards set forth in this document are not intended to constitute the whole body of rights and responsibilities. The importance of the continued clear verbalization of the rights and responsibilities to the educational process renders necessary and continued review of the document on a regular basis.

Legal Reference: 118.32 / 948.50 / 120.13(1)

Adopted: 10/13/1997

153: STUDENT SURVEYS

153.01 – No student shall be required to participate in any survey associated with a school program or the District's curriculum or survey administered by a third party in the schools, if the survey includes one or more of the following items:

- **153.01.1:** Political affiliations or beliefs of the student or the student's parent;
- **153.01.2:** Mental and psychological problems of the student or the student's family;
- **153.01.3:** Sex behavior or attitudes;
- **153.01.4:** Illegal, anti-social, self-incriminating or demeaning behavior;
- **153.01.5:** Critical appraisals of other individuals with whom students have close family relationships;
- **153.01.6:** Legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- **153.01.7:** Religious practices, affiliations or beliefs of the student or the student's parent; or
- **153.01.8:** Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

153.02 – The building principal shall notify parents/guardians at the beginning of each school year of the specific or approximate dates during the school year when such survey activities are scheduled involving their children. Parents/guardians shall be given the opportunity to request that their child not participate in a survey containing the above information. If a survey containing any of the above information is funded, in any part, by a program administered by the U.S. Department of Education, written consent shall be obtained from the parent/guardian or the adult student before the student participates in the survey.

153.03 – Parents/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to their student. They may also request to inspect any instructional materials used in connection with the survey or any instructional material used as part of the educational curriculum for the student. Requests to inspect a survey or instructional materials should be made prior to the date in which the survey is scheduled to be administered to the students. The principal or designee shall respond to such requests without delay.

153.04 – This policy shall be published annually in student and staff handbooks, which are distributed to students, parents/guardians and employees in the District.

Legal Reference: ESEA Reauthorization 2001

Adopted: 11/25/2002; Revised: 10/13/2003, 4/25/2005

326: STUDENTS IN FOSTER CARE

326.1 – Students who are in foster care that are enrolled in the District shall have equal access to the same free and appropriate public education as provided to other students who reside in the District. This policy will be implemented in accordance with federal and state laws, and the District's Non-Discrimination Policy (Policy 157) which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual

orientation, gender preference or identity or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures. (See Section 157)

326.2 – The Foster Care Liaison for the District is:

Teresa Nicholas
Rome Corners Intermediate School
1111 S Perry Parkway | Oregon, WI53575
Phone: 608-835-4180

326.3 – A student in foster care who resides in the District will be immediately enrolled, even if medical and/or academic records are not available. The District will request the transfer of all academic and other records and any other appropriate documents from the school of origin. If the student moves to a foster care placement that is outside the District, the District will work with the applicable child welfare agency to determine whether it is in the student's best interest to remain enrolled in the District. The ultimate determination of the student's best interest is by the applicable child welfare agency.

326.4 – The District will work with the applicable child welfare agency to provide transportation to the student in foster care to a school within the District. If the student is living in the District, the District shall provide transportation to the student's school within the District as it does to all other resident students. If the student is not living in the District, the District will coordinate transportation and the cost of transportation to a school within the District, with the applicable child welfare agency. If the child welfare agency and the District cannot agree on how to share the transportation cost, they will share the expenses equally. Transportation disputes should be referred to the Foster Care Liaison for resolution, and may be appealed to the District Superintendent. All costs shall be split equally pending any disputes.

Adopted: 6/12/2017; Revised: 11/13/2017

557: SUICIDE PREVENTION

557.01 – If any person employed by the school district of Oregon has reason to believe, either by virtue of direct knowledge or a report from another person, that a student is in any danger of harming himself or herself through an attempted suicide or has attempted suicide, that person is to report the situation immediately. The procedure to report his situation is as follows:

- **557.01.1:** Contact the building principal or designee and/or member of the pupil services staff. Do not leave the suicidal student without adult supervision for any amount of time while making this contact. If the student's life is in imminent danger, summon E.M.S. personnel to transport the student to the nearest hospital emergency room or as student's emergency card indicates.
- **557.01.2:** The building principal or designee and the pupil services team shall contact the student's parents and request that they meet with the school staff immediately. The parents shall be informed that their child has attempted, or is planning to attempt, suicide. The parents of an adult student (18 years or older) will be informed only with consent of the student. The building principal or designee shall determine the location of the meeting.
- **557.01.3:** If the danger to the student is not imminent, the principal or designee and/or the pupil services team may determine if it is appropriate to involve the county mental health services or department of social services or urge the parents to involve appropriate referral sources.
- **557.01.4:** When an outside agency is to be used, a release of information should be signed which will allow a two-way flow of information between the school and the community agency.
- **557.01.5:** After the immediate crisis has been resolved, the principal or designee and the pupil services team shall meet to evaluate the situation and decide on an appropriate role for the school to take in assisting the student. This group shall identify a member to keep close contact with the student his/her parents, and to cooperate with community agencies treating the student.
- **557.01.6:** It is understood that the student's parents accept the primary responsibility for the student's safety and well-being during the recovery from a suicidal or depressed state. This must be communicated clearly to the parents. The school's role is necessarily limited by the amount of time the student is in school, and by extended holidays and summer vacations.
- **557.01.7:** All teachers involved with the student may be invited to an informal staffing to assist them in appropriately dealing with the student.
- **557.01.8:** The pupil services staff member in contact with the family may offer to form a monitoring and follow-up function to support the student and assist the teachers after the student returns to class.
- **557.01.9:** The pupil services team shall maintain an up-to-date list of referral agencies.

Revised: 4/26/1999

335: SUMMER SCHOOL

335.01 – The District will provide educational services in the summer. Summer school shall provide enrichment, maintenance of skills, remedial help, special education and make-up of courses for students. Courses offered in the summer school shall be based on needs and interests of students. Enrollment in summer school is voluntary. All summer school programs must have Board approval.

335.02 – Summer school shall be provided without cost to District residents, except for fees to cover the cost of materials used in class or field trip fees. All children residing in the District during the summer session are considered District residents for summer school purposes.

335.03 – Non-resident students may attend District summer school programs with the Superintendent's approval and upon payment of appropriate tuition.

335.04 – Transportation to and from summer school classes is not provided by the District except for certain special education classes and consortium classes in neighboring districts.

Legal Reference: WI. State Statutes 66:30, 118.04, 120.13(24), 121.54(4), 10, 1997, October 26, 1999

Adopted: 4/ 6/1989; Revised: 2/22/1999, 10/8/2007

434: SUSPENSION AND EXPULSION

434.01 – Suspension – The Oregon School District shall comply with all Wisconsin Statutes pertaining to the suspension of students from its schools. This policy is intended to comply with Wisconsin Statute Sec. 120.13(1)(b) and shall be interpreted in a manner consistent with that statute.

- **434.01.1: Suspension Conditions** – The Superintendent or any building administrator designated by the Superintendent may suspend a student for not more than five (5) school days, or, if a notice of expulsion hearing has been sent under paragraph (c)4 or (e)4, Sec. 120.13(1), Wis. Stats., for not more than a total of fifteen (15) consecutive school days for:
 - A. noncompliance with Board of Education rules,
 - B. conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others, or
 - C. conduct not at school or not under the supervision of a school authority that endangers the property, health or safety of others at school or those under the supervision of a school authority, endangers the property, health or safety of any District employee or Board member.

Conduct that endangers a person or property includes making a threat to the health or safety of a person or a threat to damage property. Prior to any suspension, the student shall be advised of the reason for the proposed suspension. The student may be suspended if it is determined that the student is guilty of noncompliance with the rule, or the conduct at issue.

- **434.01.2: Suspension for Possession of Firearm on School Premises** – The Superintendent, or any building administrator or teacher designated by the Superintendent, shall suspend a student under 434.01.1 whenever the Superintendent or building administrator or teacher determines that the student while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. § 921(a)(3) and proceed consistent with Policy 437.

- **434.01.3: Parent Notification** – The parent or guardian of a suspended minor student shall be given prompt written notice of and the reason for the suspension.

- **434.01.4: Right to a Conference** – The suspended student or his/her parent or guardian may, within (five) (5) school days following the commencement of the suspension, have a conference with the Superintendent or designee, (provided that designee does not work in the suspended student's school).

If the Superintendent or his/her designee finds that the student was suspended unfairly or unjustly or that the suspension was inappropriate given the nature of the alleged offense, or that the student suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the student's school record may be expunged.

- **434.01.5:** A student suspended under this paragraph shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period.

434.02 – Expulsion – The District shall comply with all Wisconsin Statutes pertaining to consideration and expulsion of students from its schools. This policy is intended to comply with Wisconsin Statute Sec. 120.13(1)(c) and shall be interpreted in a manner consistent with that statute.

- **434.02.1: Expulsion Conditions** – The Board may expel a student from school whenever it finds:
 - A. the student has engaged in repeated refusal or failure to obey the rules,
 - B. the student knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to damage or destroy any school property by means of explosives,
 - C. the student engaged in conduct while at school or while under the supervision of a

- school authority which endangered the property, health or safety of others,
- D. the student while not at school or not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of school authority, or
- E. a student endangered the property, health or safety of any District employee or Board member, and the interest of the District demands the student's expulsion. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.
- 434.02.2: In addition to the grounds for expulsion under 434.02.1, the Board may expel from school a student who is at least 16 years old,
 - A. if the Board finds that the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the District's ability to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under 434.02.1, and
 - B. that the Board finds that the interest of the District demands the student's expulsion.
- 434.02.3: Expulsion Procedures – Prior to expelling a student, the Board shall hold a hearing in accordance with the provisions of Sec. 120.13(1)(c)3 of the Wisconsin Statutes. The text of Sec. 120.13(1)(c)3 shall be provided to the student and, if the student is a minor, to the student's parent or guardian, prior to the hearing.
- 434.02.4: The Board may determine in the Expulsion Order that a student's file pertaining to expulsion be expunged if the student meets certain conditions as set forth in the expulsion order.

434.03 – Expulsion of Students with Disabilities – Expulsion represents a change in special education placement. The following procedures will be utilized in the event a student with identified special education needs is alleged to have engaged in conduct which could be the basis for expulsion under these policies.

- A. A manifestation determination meeting shall be convened as soon as reasonably possible.
- B. If the student's alleged conduct is determined not to be a manifestation of the student's disability, an expulsion proceeding may move forward.
- C. If the student's alleged conduct is determined to be a manifestation of the student's disability, any scheduled or anticipated expulsion proceeding will be withdrawn and the appropriate individuals shall determine what, if any, modification of the student's IEP is necessary.

434.04 – In the event a student without identified special needs is alleged to have engaged in conduct which could be the basis for expulsion under these policies, the following principles apply:

- A. A request for assessment for special education needs submitted after the date a student is alleged to have engaged in misconduct will be processed according to established procedures. Such a request does not automatically forestall the commencement or continuation of expulsion consideration.
- B. If a determination of eligibility for special education services is made as a result of a referral or request submitted after the date of the student's alleged misconduct, but before the expulsion hearing is held, a manifestation determination shall also be made.
- C. If a determination of special education needs is made after a Board expulsion order has been determined, such expulsion order shall be implemented consistent with special education law and the findings of the manifestation determination hearing held under §434.03.

434.05 – Admission of Expelled Students – Under Wisconsin law, Sec. 120.13(1)(f), Wis. Stats., the Board is not required to enroll a student during the term of his/her expulsion from another Wisconsin public school district. If a student seeks to enroll in the District during the term of his/her expulsion from a public school district in Wisconsin, the Superintendent will request the school board of the student's former school district to provide the District with the following information: a copy of the expulsion findings and order; a written explanation of the reasons why the student was expelled; and the length of the term of the expulsion.

Legal Reference: WI. Stats. 120.13(1)©, 1995 WI. Act 29, 1995 WI. Act 32, 1995 WI. Act 33

Revised: 8/24/1995, 11/13/1995, 3/10/1997, 10/26/1998, 12/15/2008

531: TEACHING STAFF

531.01 – Qualifications and Selection

- 531.01.1: Qualifications – Meets the criteria of the Elementary and Secondary Education Act for “highly qualified” teacher. The Wisconsin definition for “highly qualified” is: A highly qualified teacher meets all of the requirements of PI34 for the subjects and levels that he/she is teaching. The requirements include, but may not be limited to, a bachelor's degree and completion of an approved licensing program.
- 531.01.2: Selection
 1. The selection of all certified instructional personnel shall be delegated to the

Superintendent and the Director of Instruction subject to the approval of the Board of Education.

2. The Superintendent is directed to make every possible effort to contract only those teachers that meet the criteria set by State definition of “highly qualified teachers”.
3. All contracts issued to qualified teachers shall be in writing and signed by the President and Clerk of the Board of Education or their designee.
4. The Board of Education shall employ personnel only on the recommendation of the Superintendent.
5. The school principals shall make recommendations to the Superintendent concerning the placement, both academically and for co-curricular activities, of the instructional personnel. However, the Superintendent reserves the right to make such assignments, reassignments and transfers as are necessary to obtain the highest efficiency of the entire staff and the school system.
6. Teachers will not be assigned work or duties for which they are not qualified or certified by the State of Wisconsin Department of Public Instruction unless under most unusual circumstances (for which an emergency license must be secured).

Revised: 10/24/1994, 6/22/2009

359: TITLE I PROGRAMS FOR DISADVANTAGED STUDENTS

359.01 – In order to meet its goal of providing appropriate educational opportunities for all students in the Oregon School District the Board shall participate in the federal Title I program.

359.02 – In an effort to help disadvantaged students improve their academic achievement, the District shall participate in the federal Title I program and abide by all legal requirements for participation in such program.

359.03 – The services provided through Title I funds shall be supplemental to the services provided in program areas not receiving Title I funds. The School District shall ensure that services funded by Title I Resources are comparable among schools or grade levels in teachers, administrators, support personnel, curriculum materials and instructional supplies. Unpredictable changes in enrollment or personnel assignments that occur after the beginning of the school year need not be included as a factor in determining comparability of services. Documentation verifying compliance with this policy is maintained annually. The records are available for ESEA monitoring or auditor review upon request.

359.04 – The Board recognizes the importance of parent involvement in the Title I program and, therefore, will provide appropriate opportunities for parents to become involved in the design and implementation of the district's Title I program and school improvement plans. These opportunities include:

- A. Notifying the child's parent/guardian that his/her child has been selected for the Title I program and why the child was selected.
- B. Completing a school-parent compact that outlines how students, parents and staff will share responsibility for improved student achievement.
- C. Reporting the child's progress using an appropriate method and explaining the proficiency levels students are expected to meet.
- D. Encouraging conferences during the established parent/teacher conference dates.
- E. Encouraging the child's parent/guardian to provide home activities which will help the child in his/her educational program.
- F. Providing parents/guardians with the opportunity to provide suggestions in the planning, development and operation of the program. Considering and responding to parent/guardian recommendations.
- G. Consulting with the child's parent/guardian about how the school can work with him/her to achieve program objectives.
- H. Conducting an annual meeting for Title I parents to inform them of this policy, their rights under Title I, and how they can be more involved.

359.05 – The Director of Instruction will offer assistance to help schools plan parent involvement activities to improve student and school academic performance.

359.06 – The district will coordinate and integrate parent involvement strategies with other programs (i.e. limited-English proficiency programs).

359.07 – The district will annually evaluate with parents the effectiveness of this policy in academically improving district schools.

Legal Reference: Elementary and Secondary Education Act (ESEA), P.L. 103-382, Section 1118

Adopted: 1/9/2006; Revised: 12/15/2008

Note: School receiving Title I Funds are also required to notify parents that they may request and obtain information regarding:

1. The professional qualifications of their child's classroom teachers, including the following:
 - a. whether the teacher has met state licensing criteria for the grade level(s) and subject area (s) taught;
 - b. whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived: and

- c. the undergraduate degree major of the teacher, including the field of discipline of the certification or degree.
- 2. The professional qualifications of paraprofessionals providing instructional-related services to their child. Parents/guardians who request teacher and/or paraprofessional qualification information must be provided the information in a timely manner, in a uniform format (including alternative formats as requested), and to the extent possible, in a language that parents/guardians can understand. A school receiving Title I funds must:
 - a. Notify parents if their child is assigned to, or taught for four or more consecutive weeks by a teacher(s) who is not "highly qualified". This provision applies to all teachers in a school that receives Title I funds, including substitute teachers, not just those who work in Title I programs.
 - b. Provide each parent information on achievement level of their child on each of the state academic assessments as soon as is practically possible after the assessment is taken.
 - c. Notify annually at the beginning of each school year, the parents/guardians of each student attending any school receiving such funds that the parent/guardian may request information regarding any state or local school district policy regarding student participation in any assessments mandated by law and by the district. When requested the district must provide it in a timely manner and the information provided must include a policy, procedure, or parental right to opt their child out of the mandated assessments where applicable.

751:Transportation

751.01 – The District will provide a safe, efficient and economical school transportation program.

751.02 – Pupil Transportation

- **751.02.1:** The District shall provide free transportation for all pupils in grades 4K-8 who live more than one-half mile from their school and for all 9-12 students who live over two miles from the high school. Mileage distances for pupil transportation eligibility will be measured by using vehicle odometer readings over the shortest route between school and home or by use of a measuring wheel if there is a dispute as to the distance.
 - **751.02.2:** The District will attempt to limit a student's one-way bus ride time to no more than 60 minutes measured from the time a student gets on the bus to the time that a student gets off the bus.
 - **751.02.3:** For students with Exceptional Educational Needs, (E.E.N.), and special transportation provisions will be arranged based upon the Individualized Educational Plan (IEP). In certain situations where pupil transportation may be required prior to completion of the IEP Team evaluation, temporary transportation provisions may be arranged upon the request of the Director of Special Education. Peer Models may be transported if there is space available and no mileage is added to the route.
 - **751.02.4:** A student may be prohibited from riding a school bus, either temporarily or permanently, when the actions activities or behavior of the student necessitate such action. Temporary removal from the bus requires the same due process as suspension from school (see Policy 434). Permanent removal requires the same process as an expulsion if it effectively prevents a child from attending school (see Policy 434).
 - **751.02.5:** When school administration or a teacher deems it necessary to keep a student after school, thus missing his/her bus trip home, the student's parents or guardian must be notified in sufficient time to allow the parent to arrange for alternative transportation.
 - **751.02.6:** The Director of Transportation reserves the right to change any of the bus routes at any time during the school year.
 - **751.02.7:** Bus routes shall be established so that the walking distance to the bus route shall not exceed ½ mile wherever possible.
 - **751.02.8:** Subdivisions outside of Village limits that have ten or more students being transported shall be reviewed to determine point or points of pickup.
 - **751.02.9:** The administration and/or Director of Transportation shall make decisions regarding early or late dismissal of students because of hazardous roads or weather conditions.
 - **751.02.10:** The District shall contract for school buses. Bus contracts may only be awarded to District residents.
 - **751.02.11:** A bus contractor may only be awarded a maximum of four (4) contracts, unless circumstances exist to warrant an exception.
 - **751.02.12:** All bus contractors shall adhere to the Transportation Contractor Agreement.
- 751.03 – Transportation Guidelines for Children To/From Child Care Providers**

- **751.03.1:** Transportation is available only within the school district boundaries.

- **751.03.2:** Mileage will not be added to a bus route for transportation to a child care provider after routes are established. Bus routes are established for the upcoming year by July 31.
- **751.03.3:** Requests for transportation to daycare providers after July 31 will be handled on a first come-first serve basis.
- **751.03.4:** Transportation will be provided between Brooklyn Elementary and day care providers in Oregon that are licensed to serve 30 or more. Stops will be available at 276 Soden Drive. (After School Club), 665 E. Netherwood Rd. (LaPetite Academy), **537 N. Main St. (Little Folks)**, and 172 N. Main St. (Oregon Daycare Inc.)
- **751.03.5:** Transportation may be provided for students attending a school out of their established attendance area if space is available and no additional miles are added to the route.
- **751.03.6:** Students are expected to ride the same route to and from school. However, if the parent fills out a transportation verification form, the District will consider transporting the student to no more than three different drop off/pick up points in one week.
- **751.03.7:** Requests for permanent changes in the established drop off/pick up point(s) must be made in writing (transportation verification form) to the school district transportation director forty-eight hours before the change is to occur.
- **751.03.8:** With unexpected temporary changes, notice should be given to the building secretary prior to 12:00 noon for change in the student's delivery to other than the regular drop off point. If there is room on school transportation vehicles, the district will attempt to accommodate the request.

751.04 – Kindergarten Provisions (including four-year-old Kindergarten) – Parents can request to have their kindergarten student transported from home or from a child care provider. A transportation verification form must be completed if transportation is other than to or from the home residence. Questions regarding this policy should be directed to the transportation director.

751.05 – Ridership Eligibility – The half-mile (4K-8) and two-mile radius (9-12) will be measured using:

- Start Point:
 - Curb (in town)
 - OR**
 - Mailbox (in country)
- End Point:
 - Oregon High School – Front Curb
 - Oregon Middle School – Front Curb
 - Rome Corners Intermediate School – Front Curb
 - Brooklyn Elementary – Front door or drop off point
 - Prairie View Elementary – Oak Street Entrance
 - Netherwood Knoll Elementary – Oak Street Entrance

Adoption Date: 1/24/2005; Revised: 2/25/2013

162: VIDEOTAPING, PHOTOGRAPHING OR OTHER RECORDING OF STUDENTS

162.01 – Videotaping, Photographing or Other Recording of Students

- **162.01.1:** The Oregon School District's public web sites and social media sites provide the public with information about the District and serves as a means to communicate with its stakeholders. As a result, the District may post pictures of students on its sites to inform the community about the educational environment and activities in the District pursuant to this policy. Publications must portray the District in a positive and constructive way.
- **162.01.2:** The District's secure web site provides students, staff, and board members with information that is not for public release.

162.02 – Recording of Students

- **162.02.1:** The District may use videotaping, audiotaping or other means of recording students as a facet of instruction for enhancing student learning, to assist in providing a safe and secure learning environment or to inform the public about the educational environment and activities in the District. For District purposes, "videotaping" includes any means of recording students including photographs.
- **162.02.2:** The District shall not conduct videotaping in private areas such as locker rooms, changing rooms and bathrooms.
- **162.02.3:** Parent/Guardian consent to videotaping shall not be required where:
 - a. Students are being videotaped for educational, security or informational purposes and such material will not be shared outside the District except as necessary to share with law enforcement or as required by law;

- b. Student teachers are videotaping students for educational purposes and such material will not be shared with others except as necessary for the student teacher to complete his or her educational program;
 - c. Students are being videotaped in areas that cannot be effectively shielded from the public such as playgrounds, parking lots and athletic fields;
 - d. Students are participating in school-related activities that are open to the public such as fine arts performances, academic competitions or sporting events; or
 - e. The student is not personally identifiable.
- **162.02.4:** Parent/Guardian consent shall be required where:
 - a. Students are being videotaped for educational purposes and such material will be shared outside the District;
 - b. Students are to be involved in interviews with outside news media sources; or
 - c. Student photographs are included in the yearbook; or
 - d. All other circumstances not identified in 162.02.3.

162.03 – Students images that are public will not provide any detailed personal information about students such as addresses, home phone numbers, email addresses or any other personal information.

162.04 – Videotapes shall be kept confidential to the extent required by state and federal laws, and the District’s student records policy and procedures.

Adopted: 1/22/2001; Revised: 2/11/2008, 8/10/2015

811: VOLUNTEERS

811.01 – The Board of Education supports community involvement as an integral part of the educational goals of the school district. Therefore, the development of volunteer relationships is recommended and encouraged.

811.02 – Specifically, volunteers can:

- **811.02.1:** Enrich the school program by sharing their experiences and talents with students.
- **811.02.2:** Stimulate community interest, concern and support for education.
- **811.02.3:** Provide an opportunity for interested community members to become directly involved with education.
- **811.02.4:** Provide students with reinforcement of skills.
- **811.02.5:** Strengthen school-community partnerships through direct and positive participation within the schools.
- **811.02.6:** Improve student self-image and help make learning enjoyable.
- **811.02.7:** Enhance all aspects of the educational process.
- **811.02.8:** Provide assistance to school staff in non-academic and academic areas.
- **811.02.9:** Enhance the supervision and safety of students as they engage in learning activities.
- **811.02.10:** Duties may involve service to the libraries, classrooms, lunchrooms, playgrounds, athletic events, music programs and field trips, tutoring/mentoring youth and similar activities.

811.03 – Volunteers shall not teach but may reinforce skills taught by district staff. Volunteers shall not be used to supplant salaried instructional or coaching staff and or paid educational assistants.

811.04 – The safety and well-being of the students, staff and volunteers of the district is paramount. Therefore, the district shall conduct criminal background checks on all volunteers who will be working directly with children on a regular basis or out of the direct supervision of a teacher.

811.05 – School volunteers will be made aware of procedures, regulations, district policies and assigned tasks by advisors, coaches and administrators. School volunteers shall be expected to abide by all applicable laws, district policies and administrative procedures when performing their assigned responsibilities. All district employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervision provided by the building principal. Volunteers shall be covered under the district’s liability policy while performing their authorized duties.

811.06 – Volunteers shall be restricted from access to confidential student and employee record information except as otherwise specifically provided and consistent with legal requirements and district policies and procedures. Volunteers shall be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

811.07 – It is the responsibility of district teachers and administrators to recognize the contributions of volunteers, with the advice and assistance of other employees.

Approved: 7/8/2002

437: WEAPONS IN SCHOOL, ON SCHOOL PREMISES, OR AT SCHOOLEVENTS

437.01 – No one, including students, shall possess on school property, school buses, or at any school sponsored event, a weapon as defined in Policy 437.02, or any object designed to cause

bodily injury or property damage as defined in Policy 437.03. Any student violating these policies shall be expelled, or subject to suspension and/or expulsion.

The Superintendent or building administrator may authorize, in advance and in writing an exception to the prohibitions set forth in 437.03. Law enforcement officers in performance of their official duties are also exempt from 437.02. The Board of Education affirms this policy in light of Wisconsin Concealed Carry Law.

437.02 – Any student who has in his/her possession or who has brought a weapon onto the school property, school buses, or any school sponsored event sanctioned by the District shall be expelled from school for a period of not less than one year. The Superintendent may recommend to the Board of Education a modification of such expulsion requirement, and the Board may modify such expulsion requirement on a case-by-case basis. For purposes of this policy, weapon means a firearm as that term is defined in Section 921 of Title 18, U.S.C., including any destructive device as therein defined (explosive, incendiary, or poison gas bomb, grenade, missile, rocket or similar device).

437.03 – In addition, any student possessing or who is determined to have brought onto the school property, school buses, or at any school sponsored event sanctioned by the District, an object that by its design and/or use can cause bodily injury or property damage will be subject to disciplinary action including suspension and/or expulsion.

Adoption Date: 5/8/1989; Revised: 11/13/1995, 4/12/1999, 12/15/2008, 7/11/2011

563: WHISTLE BLOWER

563.01 – The Oregon School District expects all employees to act with integrity, due diligence and in accordance with all applicable laws, District policies and procedures in matters involving District fiscal, and property resources.

563.02 – All employees have an obligation to report fraud to their supervisor, the District Administrator or a member of the Board of Education. The failure to report known fraudulent actions or actions that reasonably appear to be fraudulent may be grounds for discipline.

563.03 – The District Administrator, in cooperation with the auditors and District staff, will provide appropriate internal controls to diminish the opportunities for theft, embezzlement, and other fraudulent acts by employees.

563.04 – All allegations of fraud will be investigated by appropriate District staff and will be reported to law enforcement if or when there is reason to believe a criminal offense has been committed. The District Treasurer shall be notified of all allegations of fraud under investigation unless the District Treasurer is under investigation, in which case notification shall be given to Board President or other Board member.

563.05 – Individuals who make a complaint under this policy are encouraged to identify themselves. The complainant’s identity will be treated in confidence to the extent permitted by the organization’s duty to conduct an adequate investigation and applicable law. If confidentiality cannot be maintained, the complainant will be notified.

563.06 – The Oregon School District will not retaliate, demote, suspend, threaten, harass, or take any other form of reprisal against any person who makes a report according to this policy, or who participates in an investigation regarding a violation of legal or ethical practices. Any such retaliation is forbidden.

Adopted: 4/11/2011

DISTRICT CONTACTS

DISTRICT OFFICE CONTACTS

<i>Superintendent:</i> Leslie Bergstrom	835-4003
<i>Executive Assistant to Superintendent:</i> Katie Heitz.....	835-4005
<i>Director of Learning and Student Achievement:</i> Jon Tanner	835-4018
<i>Associate Director of Instruction:</i> Darci Jarstad-Krueger	835-4002
<i>Director of Special Education:</i> Candace Weidensee.....	835-4004
<i>Business Manager:</i> Andy Weiland.....	835-4012
<i>Director of HR/In-House Counsel:</i> Jina Jonen.....	835-4015
<i>Communications Director:</i> Erika Munding	835-4014
<i>Technology Director:</i> Josh Weis	835-4024

BUILDING ADMINISTRATION

OREGON HIGH SCHOOL

<i>Principal:</i> Jim Pliner.....	835-4301
<i>Associate Principal:</i> Brad Ashmore.....	835-4302
<i>Associate Principal:</i> Kim Griffin.....	835-4303
<i>Associate Principal:</i> David Piovanetti.....	835-4323

OREGON MIDDLE SCHOOL

<i>Principal:</i> Shannon Anderson.....	835-4801
<i>Associate Principal:</i> Jason Zurawik.....	835-4802
<i>Admin Intern:</i> Katie Anderson.....	835-4808

ROME CORNERS INTERMEDIATE SCHOOL

<i>Principal:</i> Cyndi Olander	835-4701
<i>Associate Principal:</i> Steven Blue.....	835-4702

BROOKLYN ELEMENTARY

<i>Principal:</i> Anna Seidenstricker	835-4501
<i>Administrative Intern:</i> Lindsay Englehart	835-4502

NETHERWOOD KNOLL ELEMENTARY

<i>Principal:</i> Chris Kluck.....	835-4101
<i>Administrative Intern:</i> Maria Roch.....	835-4102

PRAIRIE VIEW ELEMENTARY

<i>Principal:</i> Dawn Goltz	835-4201
<i>Administrative Intern:</i> Mary Hermes	835-4202

Forest Edge Elementary

<i>Principal:</i> Kerri Modjeski	835-4601
<i>Administrative Intern:</i> Jessica Erdahl.....	835-4602
<i>4K Principal:</i> Jackie Amlong.....	835-4065

DISTRICT DIRECTORS AND COORDINATORS

<i>Advanced Learners Coordinator:</i> Amy Miller.....	835-4017
<i>Aquatics Director:</i> Deb Bossingham.....	835-4086
<i>Athletic Director:</i> Mike Carr	835-4335
<i>Community Education/ Recreation Director:</i> Amy Miller.....	835-4017
<i>Community Education/ Recreation Assist. Director:</i> Sarah Reisen	835-4052
<i>Operations Director:</i> Zain Heitz.....	835-4046
<i>Finance Director:</i> Kara Newton.....	835-4013
<i>Food Service Director:</i> Sarah Tomasiewicz.....	835-4036
<i>PAC Director:</i> Nate Mendl	835-4492

Oregon School District
 Building Transfers within District (K-4)
 Please complete one form for *each* child.

Parent/Guardian Name:	Relationship to Child:
Address:	Daytime Phone:

Building Transfer Request for the _____ School Year MUST REAPPLY YEARLY

Student Name (Last, First)	Grade Next Fall	School of Residence	School Requested

Reason for Transfer:

Parent/Guardian Signature: _____ Date: _____

Board of Education Policy 2.1-1

Building Transfers within District (K-4)

It is the policy of the Oregon School District to permit student transfers from the school of residence to a different school where instructional facilities are available in the different school and appropriate pupil teacher ratio can be maintained. *Adopted: May 24, 1993; Revised: July 14, 2003.*

FOR DISTRICT SERVICES USE ONLY

Date Received:	Received By:
Approved	Denied (for the following reason(s)):

Superintendent's Signature: _____ Date: _____

Parent Notification Sent By: _____

a b Actively
c  Building

Competency, Character,
Culture & Community

OREGON SCHOOL DISTRICT