SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, July 22, 2025
Starting Time: 6:00 – 6:25 p.m.*
CHAIR: Ms. Robbins, Chair
MEMBERS: Ms. Tasche, Vice Chair
Ms. Wittstock
Ms. Hibl

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, July 22, 2025, at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

2 Min. 1. **INTRODUCTION OF NEW COURSE – Ms. Rachel Ledezma/Mr. Adam Broten** (Information/Possible Action)

Administration recommends the adoption of the following course for the 2027-2028 school year:
- Digital Drawing (South High School) Grades 11-12

3 Min. 2. **2025-2026 SHEBOYGAN AREA SCHOOL DISTRICT ACADEMIC STANDARDS – Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of the 2025-2026 academic standards as required by Wisconsin Act 55.

2 Min. 3. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2413 – HEALTH EDUCATION – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2413 – Program; Health Education

2 Min. 4. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5200 – ATTENDANCE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5200 – Students; Attendance

2 Min. 5. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5330 – ADMINISTRATION OF MEDICATION/EMERGENCY CARE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5330 – Students; Administration of Medication/Emergency Care

2 Min. 6. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5350 – STUDENT SUICIDE PREVENTION – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5350 – Students; Student Suicide Prevention

2 Min. 7. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5540 – THE SCHOOLS AND GOVERNMENTAL AGENCIES – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5540 – Students; The Schools and Governmental Agencies

2 Min. 8. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5610 – SUSPENSION AND EXPULSION – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5610 – Students; Suspension and Expulsion

2 Min. 9. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 5610.03 – ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following new policy:
- Policy 5610.03 – Students; Alternatives to Expulsion and Re-Entry Plans

2 Min. 10. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5722 – SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5722 – Students; School-Sponsored Publications and Productions

2 Min. 11. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7540 - TECHNOLOGY – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 7540 – Property; Technology

2 Min. 12. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7540.03 – STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 7540.03 – Property; Student Technology Acceptable Use and Safety

2 Min. 13. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7540.04 – STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 7540.04 – Property; Staff Technology Acceptable Use and Safety

Department: South High Art Dept. Course No: _____

Course Title: Digital Drawing # Credits: .5

Curricular Area: Art Dept.

Grade Level(s): Grades 11,12

Course Length: X One Semester _____ Year Long

Course Type: _____ Basic X Regular _____ Honors

Offered at: _____ North Only X South Only _____ North & South

Date course becomes available to students: 2027-2028

Check One:
_____ Course Revision (No changes in length of course but major content revisions made)
X Course Addition (New course)

Please address the following in paragraph form in the space below. Please do not submit additional documents unless specified. The space below will expand as needed.

A.	**Entrance Requirements (Any pre-requisite courses or other admission requirements):** Art Foundations 1,2,3,4
B.	**Intended Student Grouping (Indication of ability level or other characteristics of students expected in the course):** **Digital Drawing Course**, the intended student grouping should consider a range of abilities and characteristics to ensure effective learning. Here's a breakdown: **Intended Student Grouping:** 1. **Grade Level:** ○ **3rd-year (Junior-Senior) High School Students** who have completed Art 1,2,3,4 & Drawing Intensive. 2. **Ability Levels:** ○ **Beginner to Intermediate:** ■ Students with prior experience in traditional drawing but new to digital tools. ○ **Mixed Skill Levels:** ■ Some students may have prior digital art experience, while others may be new. Differentiated instruction will be applied. 3. **Learning Characteristics:** ○ **Creative & Visually Oriented** – Students with an interest in digital art and visual storytelling.

	○ **Tech-Savvy or Willing to Learn** – Basic computer skills required; students should be open to learning software and digital tools. ○ **Hands-On Learners** – Engage better through demonstrations, interactive lessons, and practical applications. ○ **Self-Exploratory & Expressive** – Encouraged to develop their own artistic style and approach. 4. **Classroom Dynamics:** ○ **Collaborative Learning:** Small group activities for peer feedback and brainstorming. ○ **Individual Projects:** Personal assignments to develop independent artistic growth. ○ **Critique & Discussion-Based:** Students participate in reviews, sharing ideas, and analyzing digital artworks.
C.	**Course Justification (Reasons why the course needs to be revised or is needed. Address student needs, societal expectations and/or legal requirements):** In today's rapidly evolving creative industry, digital drawing has become an essential skill for artists, designers, and illustrators. With the rise of digital media, animation, game design, and online content creation, students must be equipped with the technical skills and artistic knowledge necessary to succeed in these fields. A **Digital Drawing class** is essential for preparing students for modern creative careers while enhancing their artistic expression and problem-solving abilities. **Industry Relevance & Career Preparation** • Digital drawing is widely used in professional fields such as animation, graphic design, concept art, and digital marketing. • Many industries now prioritize digital art proficiency, making it a valuable skill for students pursuing careers in the arts. • By learning digital drawing, students gain hands-on experience with industry-standard tools and software, preparing them for future education or employment opportunities. **Expanding Artistic Possibilities** • Digital tools allow for experimentation without material limitations, enabling students to refine their skills efficiently. • The use of layers, brushes, and blending techniques expands creative opportunities beyond traditional media. • Digital drawing bridges the gap between traditional art techniques and modern media, allowing students to develop a versatile skill set. **Technological Literacy & Innovation** • As technology advances, digital art plays an increasingly significant role in visual communication, advertising, and entertainment. • Teaching digital drawing fosters technological literacy, preparing students to adapt to emerging artistic tools and platforms. • Students gain an understanding of digital file management, resolution, and printing processes, which are crucial in professional settings.

	Accessibility & Cost-Effectiveness • Digital drawing provides a more sustainable alternative to traditional materials, reducing the cost of supplies over time. • Many free or affordable digital art programs allow students to continue practicing outside the classroom. • Digital platforms facilitate collaboration and online portfolio development, expanding students' opportunities for exposure and growth. • Ethical Awareness & Professionalism • A digital drawing class can educate students on ethical considerations such as copyright, intellectual property, and responsible AI usage. • Students learn how to protect their work, credit other artists, and navigate digital licensing practices. • Understanding these concepts ensures that students become responsible digital artists in the professional world. By offering a **Digital Drawing class**, schools can bridge the gap between traditional art education and the digital future, ensuring students have the skills and knowledge needed to thrive in creative industries. This course will not only develop artistic talents but also foster innovation, adaptability, and career readiness in the modern digital landscape.
D.	**Course Description (A short summary of the course that can be used to explain it to students, parents, staff, and public – 75 words max.):** This course introduces students to digital drawing and painting using iPads and drawing tablets. Through hands-on projects, they will explore Procreate, Adobe Suite, and Ibis Paint while learning line work, shading, color theory, and digital painting. Topics include illustration, concept art, animation, and graphic design. Emphasizing creativity and technical skills, the course prepares students to build portfolios and explore careers in digital art, equipping them with industry knowledge and ethical considerations.
E.	**Intended Learning Objective(s) (List of major learning objectives for students in this course):** **Learning Objectives for Digital Art Curriculum** **Introduction to Digital Art** ○ Identify and navigate key features of digital art software. ○ Demonstrate an understanding of brush settings, layer functions, and stylus pressure sensitivity. ○ Experiment with different digital tools to create basic sketches and compositions. **Foundations of Drawing** ○ Apply fundamental drawing principles, including shapes, shading, and perspective, to digital artwork. ○ Develop strong compositions using balance, contrast, and focal points. ○ Utilize digital tools to enhance traditional drawing techniques.

	Digital Painting Techniques ○ Explore color theory and practice digital color mixing for realistic and stylized effects. ○ Apply lighting techniques to create depth and mood in digital paintings. ○ Develop texturing skills to enhance realism and stylization in digital artworks. **Digital Ethics & Copyright** ○ Understand intellectual property rights, fair use, and digital licensing in art. ○ Discuss ethical concerns surrounding AI-generated art and digital plagiarism. ○ Apply best practices for protecting and crediting original work online. **Illustration & Concept Art** ○ Develop character and environment designs with attention to storytelling and visual appeal. ○ Utilize storyboarding techniques to plan and communicate narrative ideas. ○ Explore different illustration styles and their application in various media. **Graphic Design & Typography** ○ Design visually engaging posters, logos, and branding materials using digital tools. ○ Apply principles of typography, including font selection, hierarchy, and legibility. ○ Experiment with layout and composition to enhance graphic communication. **Mixed Media & Experimental Art** ○ Explore the integration of AR, 3D modeling, and digital collage techniques in creative projects. ○ Experiment with unconventional digital methods to create unique visual experiences. ○ Understand the role of emerging technology in contemporary digital art. **Portfolio Development** ○ Curate a professional digital art portfolio tailored to career or educational goals. ○ Present and articulate artistic processes, influences, and intentions effectively. ○ Explore career pathways in digital art, including freelancing, game design, and animation.
F.	**Course Content Scope and Sequence (An outline and proposed timeline of what will be taught in the course; *outline and proposed timeline can be submitted as a separate document*):**

Introduction to Digital Art – Exploring software, brushes, layers, and styluses
Foundations of Drawing – Shapes, shading, perspective, and composition
Digital Painting Techniques – Color mixing, lighting, and texturing
Digital Ethics & Copyright – Intellectual property, AI ethics, and licensing
Illustration & Concept Art – Character and environment design, storyboarding
Graphic Design & Typography – Posters, logos, and digital lettering
Mixed Media & Experimental Art – Digital collage
Portfolio Development – Professional presentation and career preparation

1. Introduction to Digital Art (2 weeks)

- Overview of digital art tools (Procreate, Adobe Fresco, Autodesk Sketchbook, Clip Studio Paint, etc.)
- Understanding styluses and pressure sensitivity
- Exploring digital brushes, layers, and blending modes
- Setting up a workspace and understanding file formats

2. Foundations of Drawing and Design (1 Week)

- Principles & Elements of Art & Design
- Basic shapes and forms
- Linework and shading techniques
- Perspective drawing and composition principles
- Sketching exercises using iPads and tablets

3. Digital Painting Techniques (3 weeks)

- Color theory and digital color mixing
- Creating texture with brushes and layering
- Light and shadow in digital painting
- Introduction to portrait and character painting

4. Digital Ethics and Copyright Awareness (1 week)

- Understanding intellectual property in digital art
- Proper use of references and avoiding plagiarism
- Licensing, NFTs, and digital marketplaces
- Ethical considerations in AI-generated art

5. Illustration and Concept Art (4 weeks)

- Character design fundamentals
- Environment and background design
- Storyboarding and visual storytelling

	• Using digital tools for dynamic compositions **6. Graphic Design and Typography (2 weeks)** • Basics of graphic design principles • Creating posters, logos, and marketing materials • Introduction to typography and digital lettering • Combining illustration with graphic design **7. Mixed Media and Experimental Techniques** • Combining traditional sketches with digital enhancements • Using textures and photo manipulation • Creating collages with digital brushes and stamps **8. Portfolio Development and Art Presentation** • Building a professional digital portfolio • Exporting and printing digital artwork • Understanding online art communities and social media platforms • Preparing for careers in digital art and design
G.	**Instructional Resources (A list of instructional resources that will be used during the course – i.e. textbooks, on-line resources, community resources, etc.):** **Books:** The Complete Guide to ProCreate $29.99 per book (Free PDF) Book Link Manga Mania by Christopher Hart is $16.43 per book Human Anatomy Made Amazingly Easy by Christopher Hart is $15.81 per book Making Comics by Scott McCloud is $18.84 per book Toon Art: The Graphic Art Digital Cartooning **Online Resources**: YouTube tutorial instructional videos **Community Resources** Advertising Agency- Dynamic Digital Marketing
H.	**Student Assessment Plan (What standards and criteria will be used to evaluate student attainment of the learning objectives?):** **Assessment Plan using the Principles and Elements of Art & Design** Advanced: The project is superior in skill, technique, and understanding. Proficient: The project is well organized in skill, technique, and understanding. Basic: The project is somewhat developed in skill, and technique and shows some understanding. Minimal: The project is somewhat underdeveloped but not complete. Not Shown: The project is not complete. **National Visual Art Standards** Artistic Process-Creating: Conceiving and developing new artistic ideas and work. Presenting: Interpreting and sharing artistic work

	Responding: Understanding and evaluating how arts convey meaning Connecting: Relating artistic ideas and work with personal meaning and external context.
I.	Costs (What are the costs associated with the changes or implementation of the new course? – i.e., instructional resources, equipment, necessary professional development, room modifications, etc.): 8 Ipads 8 stylus pens 8 procreate license 8 iPad protective covers Books: The Complete Guide to ProCreate $29.99 per book (Free PDF) Book Link Manga Mania by Christopher Hart is $16.43 per book Human Anatomy Made Amazingly Easy by Christopher Hart is $15.81 per book Making Comics by Scott McCloud is $18.84 per book Toon Art: The Graphic Art Digital Cartooning

Reviewed By	Signature	Date	Approval – Y/N
Department Chairperson	*Brian Summerberger*	4/24/25	Y
Building Principal(s)	*Kevin Formolo*	4/24/25	Y
Coordinator of Instructional Services	Aaron Bt	7/14/25	Y
Asst. Supt. of Student & Instructional Services	Rachel C. Lodge	7/14/25	Y

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: SASD Academic Standards

Date: 7/22/2025

Prepared by: Rachel C. Ledezma, Assistant Superintendent – Student & Instructional Services

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Recommended action:

	Information only
	Presentation/discussion
X	Discussion/action by committee
	Discussion/action by Board of Education
	Presentation/action next meeting

Purpose: As required by Wisconsin Act 55, school boards must annually adopt and notify parents of the district's academic standards for each curricular area.

How does this relate to the Principles of Equity: The academic standards apply to all areas of the SASD Principles of Equity. Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

Background: The passage of Wisconsin Act 55 (2015) amended State Statue 120.12 to require school districts to provide parents and guardians with notification about the academic standards adopted by the school board on an annual basis. Specifically, WI Act 55 requires School Boards to annually include an agenda item on the first board meeting of the school year that clearly identifies the academic standards adopted by the Board that will be in effect for the school year.

In addition, school boards are required to annually notify parents/guardians of students enrolled in the district of the academic standards to be used for the upcoming school year prior to the start of the school term.

As permitted in State Statute 120.12, parents/guardians will be notified about the SASD adopted standards electronically via posting of the standards list on the district website.

SASD Academic Standards

Curriculum/Department Area	Standards
Art Education	Wisconsin Academic Standards & National Core Arts Standards
Business, Marketing, and Information Technology	Wisconsin Academic Standards
Early Childhood Education	Wisconsin Model Early Learning Standards
English Language Arts – (includes reading and writing)	Wisconsin Academic Standards, Common Core State Standards & National Core Arts Standards
English Learners	WIDA English Language Development Standards-2020 edition
Family and Consumer Sciences Education	Wisconsin Academic Standards
Financial Literacy	Wisconsin Academic Standards
Health Education	Wisconsin Academic Standards and National Health Education Standards
Mathematics	Wisconsin Academic Standards
Music Education	Wisconsin Academic Standards & National Core Arts Standards
Physical Education	Wisconsin Academic Standards and National Physical Education Standards
Science	Next Generation Science Standards
Social Studies – (includes history and geography)	Wisconsin Academic Standards
Technology and Engineering	Wisconsin Academic Standards
World Languages	Wisconsin Academic Standards

C&I Attachment #3

Book	Policy Manual
Section	2000 Program
Title	HEALTH EDUCATION
Code	po2413*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	August 22, 2017

2413 - **HEALTH EDUCATION**

The Board ~~of Education~~, in compliance with State law, has adopted a comprehensive program of health education ~~which~~that will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. ~~The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.~~A student may not be required to take instruction in physiology and hygiene, sanitation, the effects of controlled substances pursuant to State law and alcohol upon upon the human system, symptoms of disease, and the proper care of the body if the student's parent files with the teacher a written objection.

Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

The District Administrator shall notify parents of planned instruction in the health education curriculum regarding human growth and development topics as identified and in accordance with Policy 2414 - Human Growth and Development.

Students in grades seven (7) through twelve (12) will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12) will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators.

The District Administrator shall prepare administrative guidelines that will ensure:

A. the health education program includes appropriate learning experiences related to such topics as use, abuse, and effects of drugs, alcohol, and tobacco; mental, physical, and dental health; disease prevention and control; accident prevention; and related health and safety topics;

B. periodic evaluation of student understanding;

C. continual analysis of the effectiveness of the program and the accuracy, completeness, and relevancy of the information and instructional procedures.

In implementing the program, the District Administrator may use whatever District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, ~~s/he deems~~deemed appropriate.

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Legal 115.35, 118.076, Wis. Stats.

C&I Attachment #4

Book	Policy Manual
Section	5000 Students
Title	ATTENDANCE
Code	po5200*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	August 22, 2023

5200 - **ATTENDANCE**

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

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

Parent Notification of Absence required

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a written~~, signed, dated statement or phone call~~ or oral notification stating the reason for the absence and the time period covered by the absence, exept a parent-excused, pre-planned absence requires written notification as indicated below. The Board reserves the right to verify such statements and to investigate the cause of each:

A. single absence;

B. prolonged absence;

C. repeated unexplained absence and tardiness.

School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.

B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.

C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. **Physical or Mental Condition**

The student is temporarily not in proper physical or mental condition to attend a school program.

B. **Obtaining Religious Instruction**

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. ~~**Permission of Parent or Guardian**~~**Parent-Excused Pre-Planned Absence**

The student has been excused by their parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend ~~the~~a funeral
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

D. **Religious Holiday**

For observance of a religious holiday consistent with the student's creed or belief.

E. **Suspension or Expulsion**

The student has been suspended or expelled.

F. **Program or Curriculum Modification**

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. **High School Equivalency – Secured Facilities**

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent(s) or guardian agree that the student will continue to participate in such a program.

H. **Child at Risk**

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. **Election Day Official**

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the

municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

A student **may** be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:

A. **Quarantine**

Quarantine of the student's home by a public health officer.

B. **Illness of an Immediate Family Member**

The illness of an immediate family member.

C. **Emergency**

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

D. **Severe Weather Conditions**

In the parent's reasonable judgment, weather conditions are a danger to the health and welfare or safety of the student.

E. **Sounding Taps**

A student in grades 6-12 may be excused for the purpose of sounding "Taps" during military honors funeral for a deceased veteran.

Unexcused Absences

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

Definitions

A. Truancy

A student will be considered truant of the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or teacher has not bee notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

B. Habitual Truant

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

C. Part of a School Day

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

Tardiness/Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by written (including email) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the school principal.

No student who has a medical disability which may be incapacitating may be released without a person to accompany ~~him/her~~the student.

No student shall be released to anyone who is not authorized ~~by a parent with authority to do so~~such custody by the parents.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

A. procedures to be followed for notifying the parents or guardians of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents ~~or guardians~~;

B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned;

C. methods to increase and maintain public awareness of and involvement in responding to truancy within the school district;

D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school;

E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals;

F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under ~~Sec.~~ 118.16(1)(a), Wis. Stats., with public and private social services agencies;

G. methods to involve the truant child's parent ~~or guardian~~ in dealing with and solving the child's truancy problem.

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent ~~or guardian~~ of the student's truancy and direct the parent ~~or guardian~~ to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or, unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent ~~or guardian~~, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by electronic communication. The notice must contain the following:

A. a statement of the parent's ~~or guardian's~~ responsibility under State law to cause the student to attend school regularly;

B. a statement that the parent~~, guardian,~~ or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk;

C. a request that the parent ~~or guardian~~ meet with the appropriate school personnel to discuss the student's truancy;

The notice shall include the name of the school personnel with whom the parent ~~or guardian~~ should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent ~~or guardian~~ the date for the meeting may be extended for an additional five (5) school days.

D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent ~~or guardian if~~ upon failure to cause the child to attend school regularly as required by State law;

E. If the student is attending the District through the Open Enrollment Progragram, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113 - Open Enrollment Program (Inter-District), which the parent or student may follow if they believe the student was erroneously marked truant.

The School Attendance Officer will also continue to notify the parent ~~or guardian~~ of a habitual truant's subsequent unexcused absences.

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

A. met with the student's parent ~~or guardian~~ to discuss the student's truancy or attempted to meet with the student's parent ~~or guardian~~ and received no response or were refused;

B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law;

C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at grade level;

D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals.

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent ~~or guardian~~, which was requested in the Notice of Habitual Truancy to the parent ~~or guardian~~, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed during the absence when they return to school. It is the student's responsibility to contact their teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

District Administrator Guidelines

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

A. ensure a school session which is in conformity with the requirement of the law;

B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;

C. govern the keeping of attendance records in accordance with State law;

D. facilitate implementation of the Truancy Plan;

E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;

F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;

G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;

H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;

I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and

J. address unexcused absences.

Revised 12/13/16
Revised 12/11/18
Revised 3/23/21

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Legal

990.001(4), Wis. Stats.

115.28(51), Wis. Stats.

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

118.15, Wis. Stats.

118.153, Wis. Stats.

118.16, Wis. Stats.

118.162, Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Code	po5330*jjh
Status	Proposed
Adopted	October 22, 2013
Last Revised	January 23, 2024

5330 - **ADMINISTRATION OF MEDICATION/EMERGENCY CARE**

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or ~~the child is disabled and~~a student with disabilities requires medication to benefit from ~~their~~the student's educational program educational program.

For purposes of this policy, the following definitions shall be used:

"~~p~~Practitioner" shall include any physician, naturopathic doctor, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber or physician's assistant who is licensed in any state.

"Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.

"Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.

"Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Administration of Prescription Drug Products by School Staff

Before any prescribed medication may be administered to any student during school hours, the Board shall require written instructions from the child's practitioner accompanied by the written authorization of the parent. Such documentation shall be kept on file in the school office. Prescription medication must be provided in the original container with the prescription label showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.

All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Such documentation shall be kept on file in the school office. Substances, ~~which~~that are not FDA-approved (i.e., natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent. Nonprescription drugs that are provided by the parent may be administered by school staff only if ~~they~~the nonprescription drugs are supplied in the original manufacturer's package which lists the ingredients, ~~and~~ recommended therapeutic dosage in a legible format, and the student's name. Any dosage of nonprescription medication other than that listed on the medications' packaging must be authorized in writing by a medical practitioner.

Student Possession of Medication

Students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for ~~medical~~medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). ~~This provision of policy is to be viewed together with the Board policy on Drug Prevention, Policy 5350.~~

The provisions of this policy are to be viewed together with Board Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

CBD Products at Schools

No CBD products ~~will be~~are permitted for use at school or at school-sponsored events.

Use of Essential Oils

Avoid the broad and general application of aromatic substances in the classroom (including essential oils).

General Provisions

~~The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in each building's administrative office.~~

~~Only medication in its original container; labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication.~~Parents may administer medication at school or at school-sponsored events.

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of Policy 5530 - ~~Drug Prevention and of the Student Code of Conduct~~Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

~~Medications will be administered and the instruction and consent forms will be maintained in accordance with the District Administrator's guidelines.~~

Any bus driver, staff member, or volunteer, authorized in writing by the District Administrator or a principal, is immune from liability for their acts or omissions in administering medication including, but not limited to, glucagon, an opioid antagonist, and epinephrine, unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administrating the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

~~All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.~~

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer, who, in good faith, renders emergency care to a student~~,~~ is immune from civil liability for their acts or omissions in rendering such emergency care.

Any Administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

The school nurse(s) providing services or consultation on the District's Emergency Nursing Services Plan has provided assistance in the development of this policy and will also provide a periodic review of the written instructions, ~~and~~ consent forms, and the Medications Administration Daily Log(s). ~~The plan shall state whether, and at what extent, the District or~~

~~individual schools will retain opioid antagonists.~~

Opioid Antagonist Plan

The District's Emergency Nursing Service Plan shall state whether and to what extent the District or individual schools will retain opioid Antagonists for use in the event an authorized employee or volunteer observes an apparent overdose.

Stock Epinephrine ~~Auto-Injectors~~

The Board intends to adopt and maintain a plan for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for stock epinephrine ~~auto-injectors~~ and to permit each school nurse and designated school personnel to administer them. Accordingly, the Board directs the school nursing staff, in consultation with the District Administrator, to develop a plan that meets the following:

A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;

B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer stock epinephrine ~~auto-injectors~~ accordingly;

C. delineates the permissible scope of usage to include providing District-owned stock epinephrine ~~auto-injectors~~ to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering stock epinephrine ~~auto-injectors~~ to such students, and/or administering stock epinephrine ~~auto-injector~~ treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes, in good faith, the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;

D. identifies the number and type of stock epinephrine ~~auto-injectors~~ each school will keep on-site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the stock epinephrine ~~auto-injectors~~ supply;

E. is approved by a physician licensed in the State of Wisconsin;

F. notes that the school and any school nurse or designated school personnel that provide or administer stock epinephrine ~~auto-injectors~~ under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;

G. is published on the District's website or the website of each school.

~~Use of Essential Oils~~

~~Avoid the broad and general application of aromatic substances in the classroom (including essential oils).~~

Revised 7/22/14
Revised 2/24/15
Revised 12/12/17
Revised 9/25/18

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Legal	118.29, Wis. Stats.
	118.291, Wis. Stats.
	118.292, Wis. Stats.
	118.2925, Wis. Stats.
	121.02, Wis. Stats.
	PI 8.01(2)(g)

Wis. Admin. Code N 6.03

2009 Wisconsin Act 160

C&I Attachment #6

Book	Policy Manual
Section	5000 Students
Title	SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION
Code	po5350*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	December 21, 2021

5350 - ~~**STUDENT**~~ **SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION**

~~The Board recognizes that depression and self-destruction are severe problems among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.~~

~~All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.~~

~~The District Administrator shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:~~

~~Step 1 - Stabilization~~

~~Step 2 - Assessment of the Risk~~

~~Step 3 - Use of Appropriate Risk Procedure~~

~~Step 4 - Communication with Appropriate Parties~~

~~Step 5 - Follow-up~~

~~Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.~~

~~Any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.~~

~~Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention.~~

~~T.C. 12/21/21~~

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

The District Administrator may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the District's strategies for suicide prevention, intervention, and postvention.

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

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

Prevention and Instruction

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

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

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

A. encourage positive social and emotional development.

B. teach life skills such as problem-solving and sound decision-making.

C. provide knowledge of the relationship between youth suicide and the use of alcohol and controlled substances.

D. promote awareness of the warning signs of suicide, how to respond to potential suicidal persons and available community counseling and mental services.

E. stress the importance of safe and healthy choices and coping strategies.

F. instruct how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.

G. facilitate help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Staff Development

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

A. the role of protective factors with an emphasis on school climate, connectedness, caring staff, and positive student relationships, and building support for these protective factors within staff and community as a positive purpose of suicide prevention.

B. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

C. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

D. school and community resources and services.

E. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Training will be provided annually for all teachers and staff.

Suicide Intervention; Civil Liability Exemption

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

Postvention

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

Confirming the News and Convening the Education Support Team

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

The Principal will:

A. contact the District Administrator.

B. contact key staff who will comprise the support team; i.e., teaching and classified staff, parents, students, and/or community members.

C. compose a potential "shared statement" to for students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student had close connections to his/her classmates.

D. compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.

E. will convene the educational support team which may include:

1. administrators
2. school counselor(s)
3. school psychologist(s)
4. social worker(s)
5. community mental health provider

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

Publication and Distribution

This policy will be included in age-appropriate student handbooks and on the school website.

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Legal

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

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

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

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

C&I Attachment #7

Book	Policy Manual
Section	5000 Students
Title	INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES
Code	po5540*JJH
Status	Up for Revision
Adopted	October 22, 2013
Last Revised	February 22, 2022

5540 - ~~**THE SCHOOLS AND GOVERNMENTAL AGENCIES**~~**INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES**

The Board is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

The District contracts with one or more municipalities for the services of School Resource Officers (SROs) pursuant to its shared agreement or Memorandum of Understanding, which sets forth the relationship between school officials and SRO.

When law enforcement requests permission to interview a student at ~~the~~ school, the District Administrator or building administrator shall be contacted prior to any further action by law enforcement. The administrator shall determine whether it is appropriate to provide access to the student based on the ~~law enforcement~~ officer's purpose, whether the ~~law enforcement~~ officer has stated that there is an emergency involving imminent threat, or that the ~~law enforcement~~ officer is in possession of a valid warrant. A warrant shall be deemed valid if executed by a judicial officer and describes the school premises.

If law enforcement is contacted by the administration for assistance, ~~the~~ administration shall maintain the lead role in the investigation and shall be present or contact a parent to be present for any interview to the extent reasonable.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator shall notify the District Administrator.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Different procedures are to be followed in each instance as outlined below:

A. **By law enforcement personnel, on request of school authorities**

1. An administrator may exercise ~~his/her~~ discretion in determining whether to request ~~the~~ assistance of law enforcement in investigating a crime, or allegation of a crime, committed in ~~his/her~~ the administrator's school building or on school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of ~~Section~~ 48.981, Wis. Stats., in the event the allegations involve suspected child abuse or neglect.

2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. The administrator shall be present during the interview unless the law enforcement officer, student or ~~his/her~~the student's parent requests that the school official not be present. The student may request other representation such as legal

counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in the custody of the law enforcement ~~officer~~agency. The administrator shall attempt to contact the parent(s) of any student prior to questioning by a law enforcement ~~officer~~. A decision whether to take a student into custody is the decision of the law enforcement officer.

3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to any interrogation, search, and arrest. Once law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.

4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. **By law enforcement personnel without request of school authorities**

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved, or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation and that they are not able to provide specific information substantiating the need to immediately interview the student.

2. If ~~the~~ law enforcement ~~officer~~ deems it absolutely necessary to interview a student at school, the law enforcement personnel~~officer~~ shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require ~~him/her~~law enforcement to investigate within the school and obtain ~~his/her~~the administrator's approval to interview a student during school hours. The ~~police~~law enforcement officer shall not commence ~~his/her~~an investigation until such approval is obtained. The law enforcement personnel may appeal to the District Administrator if it is deemed that approval was unreasonably withheld.

   The administrator shall make every effort to maintain the privacy of the student.

3. Accordingly, the administrator shall do the following:

   a. ~~R~~require the law enforcement officer to sign in upon arrival at the school and complete a form stating the reasons why questioning may not wait until after school hours. If the officer indicates it ~~s~~is a confidential investigation, officials shall allow access~~.~~;

   b. request that law enforcement arrive at school inconspicuously (e.g., dressed in plain clothes and driving undercover vehicle);

   c. ~~R~~request that every attempt be made to schedule questioning during a time the student is not in class~~.~~;

   d. ~~R~~request that the student be pulled out of class by a school administrator, rather than a law enforcement officer, if necessary.

   e. ~~N~~notify the law enforcement officer that the school official will be attempting to contact the student's parent prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.

4. If law enforcement officer is in possession of a **valid warrant**, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

   In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then: ~~(~~1) contact the student's parent if the student is a minor; and ~~(~~2) contact the District Administrator. This process shall be followed unless the law enforcement official states that ~~s/he~~the official has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials shall grant access to the facility for execution of the warrant.

The District Administrator shall prepare guidelines to promote understanding and cooperation between staff members and students and these agencies.

Revised 8/29/17
Revised 10/24/17
Revised 12/11/18

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Legal 118.257, Wis. Stats.

120.13(35), Wis. Stats.

175.32, Wis. Stats.

C&I Attachment #8

Book	Policy Manual
Section	5000 Students
Title	SUSPENSION AND EXPULSION
Code	po5610*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	May 28, 2024

5610 - **SUSPENSION AND EXPULSION**

The Board ~~of Education~~ recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights. Exclusionary discipline is appropriate to address serious misconduct or when alternatives, such as in-school discipline or restorative practices, have been ineffective to address a student's repeated refusal or neglect to obey school rules. The Board supports utilizing developmentally appropriate interventions and supports rather than exclusionary discipline for students in second grade or below.

SUSPENSION

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

The District Administrator, any principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days~~, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.~~. Students identified with a disability may be suspended in accordance with AG 5605 - Disciplining Students with Disabilities.

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

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

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of ~~the~~ student records. The suspended student or the student's parent may, within five (5) school days following the commencement of the suspension, have a conference with ~~an administrator~~the District Administrator or designee, who shall be someone other than a principal, administrator, or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records. Reference to the suspension on the student's school record shall be removed if the designated administrator finds that~~:~~ the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension. The ~~administrator~~District Administrator or designee shall make a finding within fifteen (15) days of the conference.

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

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

EXPULSION

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

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

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

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

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

As required by 20 U.S.C. 7151, the District Administrator will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above-stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

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

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

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents in

correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

ADMINISTRATIVE GUIDELINES

The District Administrator shall develop administrative guidelines to implement this policy, which shall include, at a minimum:

A. strategies for providing special assistance to students who are in danger of being expelled and are not achieving the goals of the educational program;

B. procedures that ensure compliance with State and Federal law including, but not limited to, due process rights;

C. provision for completing school work when appropriate.

Revised 12/12/17
T.C. 4/11/23

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Legal

119.25, Wis. Stats.

120.13, Wis. Stats.

18 U.S.C. 921(a)(3)

20 U.S.C. 7151

42 U.S.C. 11431 et seq.

C&I Attachment #9

Book	Policy Manual
Section	5000 Students
Title	ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS
Code	po5610.03*jjh
Status	First Reading

5610.03 - **ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS**

Pre-Expulsion Conference

In lieu of taking certain disciplinary cases to an expulsion hearing before the Board, the District Administrator may conduct a pre-expulsion conference with the student and parent. The meeting will be scheduled during the student's initial suspension. Participation in this process to avoid an expulsion hearing is voluntary. If the student and the parent of a minor student refuse to participate, the District Administrator may instead move forward with the expulsion hearing.

Disciplinary cases that may be taken to a pre-expulsion conference include the following:

A. being under the influence, or in possession of alcohol as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;

B. being under the influence, or in possession of small amounts of marijuana or any other illegal drug as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;

C. being in the possession of drug paraphernalia (as defined by local, State, and Federal statutes) as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;

D. repeated refusal to obey Board Policy or school rules;

E. other conduct that meets the criteria for potential expulsion, but which the administration believes is appropriately addressed through a pre-expulsion process and appropriate re-entry plan.

Conduct specified above may still, at the discretion of the District Administrator, be referred to the Board for an expulsion hearing without providing for the option of pre-expulsion procedures described in this policy.

If a pre-expulsion conference is held, the conference shall be scheduled by the administration for the purpose of exchanging facts related to the incident, ensuring the rights of the student and parent, making a decision concerning the incident, and establishing a re-entry plan for the student in lieu of expulsion. The pre-expulsion conference, conducted by the District Administrator, will include the following:

A. a presentation by the building administrator outlining the school rule violations and evidence supporting the allegations;

B. an opportunity for the student and/or parent to present testimony on their behalf;

C. a review of the stipulations of the facts of the incident;

D. a discussion to determine the willingness on the part of the student and parent to accept a voluntary opportunity to avoid expulsion; and

E. an agreement by the student and parent, if the student is less than eighteen (18) years of age, to complete a re-entry plan.

Re-entry Plan

For any student who participates in this expulsion alternative process, the District Administrator, in collaboration with appropriate administrators and professional staff, shall create a plan for the student for re-entry to school. The plan shall be designed to address behavioral concerns involved in the circumstances and to provide support to the student to mitigate the likelihood of similar conduct recurring. The plan may include the following requirements:

A. require the student to undertake an alcohol or other drug assessment that must include a urine drug screen, a comprehensive drug/alcohol history, a review of specific adverse consequences resulting from use, full student and parent cooperation with the Board, including the release of information regarding this assessment to the building principal. The student/parent will assume full cost of this drug assessment and subsequent treatment, if recommended;

B. demonstrate compliance with alcohol and other drug assessment recommendations;

C. attend an alcohol or other drug class at the expense of the student and or parent;

D. submit to mandatory, unannounced drug screens as requested by the Principal with the student/parent assuming the cost and presenting the evidence of the screen to the Principal;

E. participation in mentorship programs;

F. participation in extra-curricular activity;

G. participation in community service;

H. participation in appropriate counseling (ex. anger management/conflict resolution);

I. restitution;

J. attendance of all classes;

K. following all school rules;

L. restrictions on hall pass and/or parking lot privileges;

M. refrain from engaging in similar behavior for the remainder of the student's enrollment in the District; and/or

N. other provisions specific to the student that are designed to achieve the purpose of the plan.

The conditions and timeframe for these conditions will be included in the plan of re-entry. The student and parent of a minor student will be required to sign the plan at the pre-expulsion conference, signifying their willingness to agree to the stipulations and conditions of the agreement.

If at any time during re-entry period, the parent and/or student choose not to fully participate with all aspects the re-entry plan, as presented in the pre-expulsion meeting conference, the District Administrator may proceed with an expulsion hearing before the Board. The Board will issue an expulsion hearing notice extending the student’s suspension not to exceed a total of fifteen (15) school days as permitted by Wisconsin law.

Any record of the pre-expulsion conference and conditions will be expunged from the student's behavior record if the student does not violate the conditions of the entry plan during the specified time of re-entry. Should there be a records request from another district before the end of the re-entry period, the record of the pre-expulsion conference and re-entry plan and conditions will be included in the behavior record.

Students with Disabilities

A manifestation determination review will be conducted in accordance with Board Policy 5605 - Suspension/Expulsion of Students with Disabilities before offering and implementing a re-entry plan in accordance with the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

If a student with a disability and parent(s) choose not to avail themselves of the option outlined in the re-entry plan, the Board will proceed with the expulsion process, in accordance with procedures laid out in IDEA and Board Policy 5605 - Suspension/Expulsion of Students with Disabilities.

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C&I Attachment #10

Book	Policy Manual
Section	5000 Students
Title	SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS
Code	po5722*jjh
Status	First Reading
Adopted	September 23, 2014

5722 - **SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS**

The Board ~~of Education~~ sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, ~~"~~school-sponsored student media~~"~~ shall include both student publications and productions. School-sponsored student media does not include student expression related to classes that are not directly associated with student publications/productions. The term~~"Student~~ publication~~s"~~ shall include distribution, transmission, and dissemination of a student publication regardless of the medium. Student publications shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, apps and services (as defined in Bylaw 0100 - Definitions, webpages/sites,~~websites,~~ web logs ("blogs"), video or audio clips, postings of social media (as defined in Bylaw 0100 - Definitions) and newsletters or announcements transmitted by e-mail, wireless broadcast or other similar distribution/dissemination). ~~"Student productions"~~

The term performance shall include ~~vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production.~~presentation and broadcast of a student production. Student productions shall include vocal, musical, and/or theatrical performance, impromptu dramatic presentation, or any electronic media (including, but not limited to, radio and television programs, videoblogs (vlogs), podcasts, social media (as defined in Bylaw 0100 - Definitions), and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology.

Only District-approved social media (as defined in Bylaw 0100 - Definitions) may be used to host school-sponsored student media, in accordance with Policy 7544 - Use of Social Media. School-sponsored student media must also comply with Policy 7540.02 - Web Content, Services, and Apps.

For purpose of this policy, school community is defined to include students, Board employees (i.e., administrators, and professional and support staff), parent/family members and other individuals who are authorized or otherwise permitted by the District Administrator to view a performance or receive directly from the District a publication and those who have been issued credentials to access the District's secure portal.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to ~~juveniles~~minors (as that term is defined in Children's Internet Protection Action (CIPA)); speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorizes the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

Student expression relates to classrooms or educational settings not otherwise directly associated with school-sponsored student publications/productions are nonpublic forums. As nonpublic forums, the content of such student expression can be regulated for legitimate pedagogical school-related reasons. School officials shall routinely and systemically review and,

if necessary, restrict the content of these student expressions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker.

All school-sponsored student ~~publications and productions~~ media are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the ~~style~~type and/or content of all school-sponsored student ~~publications and productions~~media prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues, but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may further prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

School-sponsored student media may only be published/performed to members of the school community.

Staff will monitor comments posted to social media platforms/sites that have been approved under Policy 7544 - Use of Social Media for use as school-sponsored student media. Comments will be monitored to verify the age-appropriateness of the material, whether unprotected speech is involved, and whether there is compliance with posted rules for use of the forum and the platform/site's applicable terms of service. Comments that are not age-appropriate for the student-audience for the school-sponsored publication, constitute unprotected speech, and/or violate the posting rules for the use of the forum and/or the platform/site's applicable terms of service will be removed. The review of posted comments will be conducted in a viewpoint neutral manner, and consistent with State and Federal law.

Students shall not be disciplined and/or retaliated against for exercising and/or asserting their free speech rights as defined in this policy. Nothing in this policy, however, restricts the Board's ability to impose post-publication/performance discipline related to a student engaging in the impermissible publication/performance of unprotected speech.

~~The building principal shall designate one or more professional staff members to serve as advisors for the purpose of establishing guidelines for appropriate subject matter for publication and with responsibility for compliance with established guidelines. The staff member shall review proposed content and promptly notify the student writers whether their proposed article will or will not be published. They shall inform principals when potentially controversial materials are pending publication.~~

Advertising is permitted in all school-sponsored student publications/productions.

Any advertisements must be consistent with Policy 9700.01 - Advertising and Commercial Activities.

Advertisements submitted for publication or inclusion in a production shall be reviewed by the class/activity advisor for a determination that they are appropriate for minors. The District Administrator retains the final authority to determine whether an advertisement is appropriate and will be included in a publication/production. Advertisements may be rejected for legitimate pedagogical school-related reasons unrelated to the viewpoint of the advertiser (e.g., the advertisement encourages action that would endanger the health and safety of students).

General Prohibitions

Regardless of their status as non-public or limited-purpose public *forums*, the Board prohibits publications, productions and advertisements that:

A. promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election;

B. fail to identify the student or organization responsible for the publication/performance;

C. solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Building Principal.

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C&I Attachment #11

Book	Policy Manual
Section	7000 Property
Title	TECHNOLOGY
Code	po7540*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	August 22, 2023

7540 - **TECHNOLOGY**

The Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. Students' use of District technology resources (see definition in Bylaw 0100 - Definitions) is a privilege not a right. Students and their parents comply with Policy 7540.03 - Student Technology Acceptable Use and Safety.

The District Administrator shall develop, recommend for approval by the Board, and implement a written District Technology Procedure (DTP). One of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations. The Board will financially support, as the budget permits, the DTP, including recommendations to provide new and developing technology for students and staff.

The District Administrator shall create a Technology Governance Committee to oversee and guide the development of the DTP. The District Administrator shall appoint individuals to the Technology Governance Committee that include representatives of all educational, administrative, and business/operational areas in the District.

The DTP shall set forth procedures for proper acquisition of technology. The DTP shall also provide guidance to staff and students concerning making safe, appropriate, and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (see Policy 7540.03 and AG 7540.03 – Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 – Staff Technology Acceptable Use and Safety)

The District Administrator, in conjunction with the Technology Governance Committee shall review the DTP and recommend the approval of any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 - Personal Communication Devices and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, emails and records of their online activity when using the Districts' computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100 - Definitions, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.

Equipment Security and Retention Procedures

The District invests significant resources in making current technology available for staff and students. Individual usage of devices that are not in a fixed location must be in accordance with these guidelines. The term "device" for purposes of this guideline includes District-owned computers, tablets, smart devices, and any other hardware or software systems or equipment owned or leased by the District.

A. **Identification:**

1. A label with the District's name and an identification number will be placed on each device owned by the District.

2. Records of the identification number, serial number, model, etc. for each device shall be maintained in the asset inventory system.

3. District devices are assigned, identified, and tracked through an online management system.

B. **Equipment Inventory and Repair:**

All devices will be inventoried pursuant to Policy 7450 - Property Inventory.

If a piece of equipment requires repair, it will be sent to the Electronics Department.

C. **Report of Loss:**

If any device is lost, the Principal and the Media Specialist shall be notified. The Principal may notify the police if deemed appropriate.

~~For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e/g/. interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." [Quote from Ron Jones of Search Engine Watch] Social media provides a way for people to stay "connected or linked to other sites, resources, and people. " Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM. Social media does not include sending or receiving email through the use of District-issued email accounts.~~

~~Staff may use social media for business-related purposes. Authorized staff may use District technology resources to access and use social media to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of social media for business-related purposes is subject to Wisconsin's public records laws and staff members are responsible for archiving their social media and complying with the District's records retention schedule. See Policy 8310 – Public Records, AG 8310A – Public Records, and AG 8310D – Records Retention and Disposal.~~

~~Instructional staff and their students may use District technology resources to access and use social media for educational purposes, provided the principal approves, in advance, such access and use.~~The Board prohibits students from using District technology resources to access and/or use social media for other than instructional purposes.

Staff may use District-approved social media platforms/sites in accordance with Policy 7544 - Use of Social Media and, pursuant to Policy 7540.02 - Staff and School Officials Use of Personal Communication Devices, may use web content, apps, and services for one-way communication with the District's constituents. Authorized staff may use District technology resources to access and use District-approved social media platforms/sites to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of District-approved social media platforms/sites or business-related purposes is subject to Wisconsin's public records laws and, as set forth in Policy 7544 - Use of Social Media, staff members are responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310 - Public Records and AG 8310A - Public Records.

Revised 4/26/16
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Legal 947.0125, Wis. Stats.

948.11, Wis. Stats.

C&I Attachment #12

Book	Policy Manual
Section	7000 Property
Title	STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	February 22, 2022

7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides technology resources (as defined in Bylaw 0100 - Definitions) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136 - Personal Communication Devices).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The District Administrator or ~~designee~~Instructional Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The District Administrator or ~~designee~~Information Technology Coordinator may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;

D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to ~~acknowledge during the annual student registration process to abide by the terms and conditions of this policy and its accompanying guidelines.~~confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines by signing the District Technology use form during the annual student registration process.

Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and ~~designee~~Instructional Technology Coordinator and Information Technology Coordinator as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

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Legal

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

47 C.F.R. 54.500 - 54.509, 54,511, 54.513 - 54.520, 54.522 - 54.523

C&I Attachment #13

Book	Policy Manual
Section	7000 Property
Title	STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	November 30, 2023

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Technology and Information Resources (as defined by Bylaw 0100 - Definitions) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines, Policy 7544 - Use of Social Media and AG 7544 - Use of Social Media and any applicable employment contracts govern the staffs' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7540.02 - Web Content, Apps, and Services), when they are connected to the District computer network, Internet connection, and/or educational services/apps.

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet and online educational services will be guided by Board's Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that provides a valuable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District technology and resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the

students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or District Administrator, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District's technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Board utilizes software and/or hardware to monitor online activity of staff and block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254 (h) (7) as any picture, image, graphic image file, or other visual depiction that:

A. taken as a whole and with respect of minors, appeals to a prurient interest in nudity, sex, or excretion;

B. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, and actual or simulated sexual act or sexual contact, an actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

C. taken as a whole, lacks serious literary, artistic, or scientific value to minors.

The District Administrator or ~~designee~~Instructional Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The District Administrator or Information Technology Coordinator may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.

Staff members will participate in professional development programs in accordance with the provisions of this policy. Training shall include:

A. the safety and security of students while using e-mail, chat rooms, social networking sites and other forms of direct electronic communications;

B. the inherent danger of students disclosing personally identifiable information online;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and

D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate technology use and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building Principals are responsible for providing training so that staff users of District technology resources under the Principal's supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with

other individuals on social media, including chat rooms and cyberbullying awareness and response. All users of District technology resources are required to acknowledge during the Employee Handbook receipt and acceptance process to abide by the terms and conditions of this policy and its accompanying guidelines.

Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents, and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

With prior approval from the District Administrator or ~~designee~~Principal, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District technology and information resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of the technology and information resources that are not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Staff members' use of District technology resources to access or use social media is to be consistent with Policy 7544 - Use of Social Media and its accompanying guideline.

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's personal computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology and information resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and ~~designee~~Instructional Technology Coordinator and Information Technology Coordinator as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District technology and information resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330 - Student Records. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

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T.C. 11/30/23

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Legal

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

20 U.S.C. 6777

20 U.S.C. 9134 (2003)

47 C.F.R. 54.500

47 C.F.R. 54.501

47 C.F.R. 54.502

47 C.F.R. 54.503

47 C.F.R. 54.504

47 C.F.R. 54.505

47 C.F.R. 54.506

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