

BOARD OF EDUCATION
COCHRANE-FOUNTAIN CITY SCHOOL DISTRICT
Policy Committee Meeting
Waumandee Bank Meeting Room – Fountain City
June 4, 2019
5:00 p.m.

Committee Charge: The Policy Committee is charged with making recommendations for the adoption, deletion or revision of school board policies, and, in limited circumstances, administrative rules.

1. Call to Order
2. Attendance: Members Kalene Engel, Rita Greshik, Lynn Doelle; Larry Cyrus-Alternate
3. Approval of Minutes from May 8, 2019 Policy Meeting
4. Old Business
 - a. 458 School Wellness Policy Update
 - b. 834 Facility Use Policy
5. New Business – Review/discuss/recommend the following policies/rules:
 - a. 225 District Administrator Evaluation
 - b. 330 Curriculum Development and Improvement
 - c. 342.3 Gifted and Talented
 - d. 343.2 Class Size
 - e. 343.5 Online Learning Activities and District Online Courses
 - f. 345.6 High School Graduation Requirements
 - g. 345.64 Physical Education Credit Option
 - h. 346 Student Assessment Program
 - i. 346 Exhibit Annual Notice of Student Assessment Information
 - j. 347.1 Student Directory Data
 - k. 361.1 Instructional Materials Selection
 - l. 361.1 Rule Complaint Procedure
 - m. 361.1 Exhibit Complaint Form
 - n. 363.3 Technology for Students with Special Needs (Assistive Technology)
 - o. 411 Equal Educational Opportunities
 - p. 411 Rule Student Discrimination Complaint Procedure
 - q. 411 Exhibit 1 Public Notification of Student Nondiscrimination Policy
 - r. 411 Exhibit 2 Complaint Form
 - s. 411.1 Student Harassment & Bullying
 - t. 411.1 Rule 1 Reports by Students and Other Non-Employees
 - u. 411.1 Rule 2 Reports by Employees
 - v. 411.1 Rule 3 Responding to Reports of Bullying and Harassment Involving Students

- w. 411.1 Rule 4 Board Guidelines for the District's Procedures, Services and Communications Related to Bullying and Harassment
 - x. 411.1 Exhibit Reporting of Bullying or Harassment Form
 - y. 411.2 Rule Procedures for Enrollment and Placement of Homeless Children and Youths
 - z. 411.3 Rule Procedures for Providing Transportation for Children in Out-of-Home Care (Foster Care)
 - aa. 850 Sales and Solicitations on School Property
6. Schedule Next meeting Date (June 12, 2019 at 5:00 p.m.)
 7. Adjourn

District Administrator Evaluation

Policy 225

The School Board shall regularly evaluate the performance of the District Administrator in order to: fulfill an important aspect of the Board's oversight responsibilities; encourage effective educational leadership and management within the District; engage the District's chief administrative employee in an ongoing exchange of evaluative information and insight; and make necessary judgments about the employment and compensation of the District Administrator.

At a minimum, the Board shall evaluate the District Administrator in writing at the end of his/her first year of employment in the District and at least every third year thereafter. It is the further intent of the Board to evaluate the performance of the District Administrator at least once within each 12-month period that precedes either (1) any date that the Board votes on extending or renewing the District Administrator's contract; or (2) any date the Board permits, by operation of law or contract, any extension or renewal of the administrator's contract. If, at any time, the Board has not evaluated the District Administrator within any such 12-month period, the District Administrator shall notify the Board President in writing and work with the Board President to schedule an evaluation to occur as soon as practicable.

Along with the duties and responsibilities identified in the District Administrator's written job description or employment contract, any of the following may also serve as part of the foundation of the Board's evaluation of the District Administrator:

1. The District's mission and beliefs statement and the District's strategic plan;
2. Specific annual or other goals the Board has established and identified in consultation with the District Administrator;
3. The administrator standards identified by the Department of Public Instruction; and
4. Other leadership standards expressly identified by the Board in consultation with the District Administrator.

The Board shall use data and other available objective and subjective evidence to inform its evaluation of the District Administrator. The District Administrator shall be responsible for preparing such data and other evidence as he/she believes may be relevant to the evaluation process, except as otherwise directed by the Board. As part of the evaluation process, the Board may also require the District Administrator to complete a self-evaluation that assesses the present working relationship between the Board and the District Administrator, and that summarizes progress to date on District goals and on any other goals or expectations that had been established specifically for the District Administrator.

Evaluations shall help to identify and document particular individual performance goals for the District Administrator that correlate to (1) areas identified for professional improvement or growth; and/or (2) key District goals. Each time such a goal is established, the Board will work

with the District Administrator to identify measurement mechanisms and performance indicators related to assessing future progress on the goal.

An evaluation may encompass not only the short-term period between the current and most recent evaluations, but may also address trends over longer time periods and the status of long-term projects and long-term planning initiatives.

Except for those periodic written evaluations required by law, not all evaluations that occur under this policy need to be reduced to a written document, provided that the Board is satisfied that a more informal process or outcome is sufficient at the time of the evaluation in question. However, at a minimum, a memo shall be inserted into the District Administrator's personnel file to document the date any verbal evaluation occurred.

The Board President shall work with the District Administrator to ensure that sufficient meetings are scheduled so that the evaluation process can reach its conclusion in a timely fashion.

Legal References:

Wisconsin Statutes

Section 118.24 [administrator contracts]

Section 121.02(1)(a) [school district standard; verification of licensure]

Section 121.02(1)(b) [school district standard; professional development of employees]

Section 121.02(1)(q) [school district standard; evaluation of licensed staff]

Wisconsin Administrative Code

PI 8.01(2)(a) [annual certification to DPI of administrator's current license]

PI 8.01(2)(q) [board evaluation of district administrator]

PI 34.003 [DPI's administrator standards]

Cross References: SP1; 9/28/11

Adoption Date: June 27, 2019

Curriculum Development and Improvement

Policy 330

The major objective of curriculum development is to improve the District's educational offerings and its instructional activities and practices in order to increase student engagement in the learning process and improve student achievement. The School Board will provide the resources to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be in line with the state's educational standards, goals, and expectations; other applicable legal requirements; and the local goals and standards established by the Board and/or the administration.

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the District Administrator, Director of Curriculum, principal, and other administrators who have direct responsibilities in instructional areas.

Curriculum and instructional program development should be a participatory process within the District.

1. Communication and coordination among grade level and subject area teachers should be emphasized on a K-12 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and inter-disciplinary work teams.
2. The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
3. The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
4. Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
5. The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.

The District Administrator, or an appropriately-licensed designee, shall develop and implement a District curriculum plan to structure the curriculum development, evaluation, and improvement process. The District-level plan shall specify the normal allocation of instructional time among subject areas at the various instructional levels.

As part of the District-level plan, the District shall develop and maintain sequential curriculum guides, in either a print or electronic format, in the various subject areas identified in state law.

1. These guides shall provide the instructional framework for each broad area of study, and for specific courses.

2. Each guide shall specify the sequential learning objectives for the subject area and the core course content; identify the instructional resources that are available for each course/grade; identify appropriate means of student assessment; and include a program evaluation method.
3. The guides shall be aligned with applicable standards and goals. Explicit connections should be made between the standards and goals that are being addressed by particular curricular objectives and content.
4. The guides shall also be aligned with the District's locally-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum guides shall address and facilitate instructional differentiation within the applicable course of study.
6. Objectives and activities related to the use of technology and computer literacy shall be integrated into the curriculum guides for all grade levels.

The Board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the administration shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas. Within the programs and among the various courses and areas of study that have been approved by the Board, the District Administrator and building principals may also decide, without obtaining Board approval, whether a particular course, class, or curricular activity will be offered in a given semester, term, or school year.

Instructional personnel are responsible for providing student instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum guide(s), and such other directives or expectations as may be established by the employee's supervising administrator(s). In most cases, these general boundaries are expected to leave instructional staff with reasonable professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The District Administrator, or an appropriately licensed designee, shall establish, continuously monitor, and revise as necessary (e.g., due to newly issued standards or due to targeting a specific area for improvement) a schedule for conducting periodic program evaluations in each area of study that is covered by the District's sequential curriculum guides. After reviewing the results of such periodic evaluations, the District Administrator shall provide the Board with any reports and recommendations for possible Board action that he/she deems necessary or prudent.

Legal References:

Wisconsin Statutes

Section 118.01 [state educational goals and expectations]

Section 118.015 [development of a comprehensive reading curriculum]

Section 118.019 [human growth and development instruction]
Section 118.30(1g)(a)1 [board adoption of academic standards]
Section 120.12(14) [school board duty to determine school course of study]
Section 120.13 [school board broad power to do all things reasonable for cause of education]
Section 121.02 [school district standards; generally]
Section 121.02(1)(k) [school district standards; curriculum plans]
Section 121.02(1)(L) [school district standards; required instruction]

Wisconsin Administrative Code

PI 8 [school district standards, generally]
PI 8.01(2)(k) [curriculum plan requirements for school districts]

Cross References: SP1; 1/2/15

Adoption Date: June 27, 2019

Gifted and Talented Program

Policy 342.3

Upon recommendation of the District Administrator, the School Board shall employ or, if already employed, designate the licensed employee who is assigned to coordinate the District's gifted and talented program (the "Coordinator"). The Coordinator shall have primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the District's plan for gifted education for students in all grades.

The Coordinator shall not implement substantive amendments or changes in the District's plan for gifted education without first obtaining the approval of the District Administrator. If the District Administrator determines that a proposed change to the District's plan fundamentally alters the nature of the District's program for gifted education, the District Administrator shall present the proposed change to the Board for approval prior to implementation. Further, if any such change to the plan necessitates an amendment to an approved District budget (or to the Board's proposed budget if the budget for the school year in question has not yet been formally adopted), then the administration shall obtain advance Board approval of the change to the plan, and the related budget amendment(s).

Annually following the conclusion of each school year, or at such other times as may be directed by the District Administrator or the Board, the Coordinator shall prepare a written report concerning the status of the District's program and plan for gifted education.

The following are the Board's expectations for the District's program and plan for gifted education:

1. The plan and program shall provide for the identification and, as needed, further assessment or evaluation of students who may require educational programming, services, or activities based on identified exceptionalities in specific academic areas or in the other categories/capabilities that are addressed in the plan.
2. The identification and referral process within the plan and program shall allow for and encourage identification and referral based on multiple measures and multiple sources of information.
3. The plan and program shall provide an opportunity for parental participation in the identification and referral process, and in determining any individualized programming for the student.
4. The District's plan and program for gifted education shall be designed and implemented in a manner that is consistent with the District's nondiscrimination obligations and policies. No student shall be denied the opportunity to access or participate in gifted education in a manner that would constitute unlawful discrimination or that would otherwise violate any applicable law or Board policy.

5. The plan and program shall recognize that giftedness can emerge or be first identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.

In meeting its obligation to provide gifted education, the District is required and challenged to identify and provide programming for students for whom there is demonstrated evidence of extraordinary capabilities and for whom some aspect(s) of the District's standard curriculum and regular programs may be inappropriate. At the same time, it is the Board's expectation that the District's standard curriculum and educational programs will be sufficiently adaptable, and cover a sufficiently wide span of rigor, such that they will be appropriate for, and adequately challenge, many students who are very intelligent, creative, hard-working, and resourceful, as well as many students who consistently demonstrate above-average performance. This expectation for the standard curriculum is aligned with the Board's foundational belief that all students have (1) a tremendous aptitude and capacity to learn; (2) valuable talents, skills, and abilities that should be nurtured and celebrated; and (3) unique educational needs and interests. Keeping this foundational belief in mind, the District will consider and may implement individualized curricular and program modifications or other individualized interventions for any student.

Legal References:

Wisconsin Statutes

Section 115.997(5)(b) [educational program placement of children affected by military transfer, including placement in gifted and talented programs]

Section 118.13 [student nondiscrimination]

Section 118.15(1)(d) [program and curriculum modifications]

Section 118.35 [programs for gifted and talented students]

Section 121.02(1)(t) [school district standard; gifted and talented education]

Wisconsin Administrative Code

PI 8.01(2)(t) [regulations for school district standards; gifted and talented education]

PI 18.04 [modifications to high school graduation standards to accommodate students with exceptional needs and interests]

Cross References: SP1; 1/2/15

Adoption Date: June 27, 2019

Class Size

Policy 343.2

The Cochrane-Fountain City Board of Education supports appropriately small class sizes. Local experience and national research studies suggest that small class size contributes to more effective teaching and learning for all students and encourages a climate where students take learning seriously and help one another to succeed and grow, both academically and socially.

The District Administrator shall work with the administrative team to establish and maintain class sizes that promote a safe and productive learning environment. In making class assignments and determining class and program sizes, the administration will carefully consider factors such as the following:

1. Compliance with special education and other mandates/regulations;
2. Alignment with district goals;
3. Safety and available space;
4. The age level of the students;
5. The degree of dependence or independence of the students;
6. The number of special needs or at-risk students to be involved);
7. The unique learning needs of students;
8. The nature of the course or class content, as well as the activities to be conducted (i.e. chorus or band may require larger class size);
9. The courses which are sequential in nature (i.e. foreign language) where a commitment has been made to students;
10. The qualifications of teachers who are involved;
11. Cost and availability of alternatives.

Following are guidelines to be used by district administration, along with other variables, to determine when a class section should be eliminated or an additional class section added:

<u>Grade</u>	<u>Class Size Range</u>
5K	15-18
1	15-18
2	15-18
3	15-18
4-6	20-25
7-8	25-30
9-12 (core classes only)	25-30

Every effort will be made to keep class sizes within prescribed ranges, recognizing that there will be variations and exceptions. Additional instructional support may be provided through the assignment of additional teachers, aides, specialists or interns. In determining staffing, the administration and Board must balance the desire for small class size with the fiscal and space limitations of the District.

Legal References:

Wisconsin Statutes

- 118.001 [Duties and Powers of School Boards]
- 118.24 (2) [School District Administrator]
- 120.12 (2) [School Board Duties]
- 120.13 [School Board Powers]

Cross References:

Adoption Date: June 27, 2019

Online Learning Activities and District Online Courses

Policy 343.5

The School Board supports online learning as a means of:

- Enabling more personalized learning opportunities;
- Providing students with access to additional courses, learning activities, and instructional materials;
- Offering a greater variety of learning environments; and
- Encouraging skills and aptitudes that will support life-long learning.

Online instruction and online learning occur in a variety of settings and formats. The District's student nondiscrimination policy applies to online educational opportunities, including the requirement that no student shall be unlawfully denied access to, or the benefits of, a learning activity, course, or program.

Student Online Learning Activities Incorporated into Courses that Maintain a Traditional Class Schedule

The administration is charged with approving student online learning activities that are incorporated into courses that maintain a traditional schedule of in-person class time. Members of the District's instructional staff are charged with ensuring that they have received administrative approval for such integrated online learning activities (including approval of both the instructional materials and the necessary technology resources). In addition to verifying basic alignment with the relevant curriculum, important considerations related to the approval of these online learning activities include at least the following:

1. The instructional materials used in the activity are approved in a manner that is consistent with the District's general selection criteria and procedures.
2. The learning opportunity and the technology resources required to complete the activity are adequately accessible to all students in the applicable grade/class/program, including students with disabilities and students with limited access to technology resources at home.
3. The administration has taken appropriate steps to address the District's compliance with student records and student privacy requirements for any third-party provider whose content, service, or product is used in the activity and who receives, accesses, or uses any personally-identifiable student data.

District Online Courses

For purposes of this policy, "District online courses" are courses the District has approved for possible student registration for students in grades 9-12 following a determination that the course meets all of the following requirements:

1. An instructional administrator has favorably evaluated (a) the course's academic content and rigor; (b) the instructional materials used in the course; (c) the course's alignment with applicable standards and curriculum guides; (d) the appropriateness of the student assessment methods used in the course; and (e) the accessibility of the learning environment and the instructional materials.
2. As a result of the course having a significant online instructional component, the students taking the course are not required to meet for class at school (i.e., to be physically present in the same learning environment as the teacher) for substantially the same number of in-person, instructional hours that similar non-online courses are normally scheduled to meet within the District.
3. The course is taught by a teacher who carries appropriate licensure pursuant to standards approved by the Department of Public Instruction (DPI), although the teacher need not be an employee of the District.
4. The District has identified and approved any third-party provider(s), including the provider(s) of the relevant technology platform(s), based on an assessment of each provider's ability to meet applicable District requirements/policies and applicable legal requirements, including requirements related to student records management and student privacy.
5. A student who is taking the course does not apply directly to another educational institution under the part-time open enrollment program, the Technical College Course Program, the Early College Credit Program, or other similar program in order to register for and attend the course (i.e., the District is responsible for the course approval and registration process).
6. Either the teacher will grade the student using the applicable District grading scale, or the District has determined that the grade received from the teacher can readily be converted to the applicable scale.
7. If taught by a teacher who is not employed by the District, the course shall not be comparable to a course that is already offered in the District, with the following exceptions: (a) any course that the Board has expressly approved for such dual offering; (b) a course that a student is taking for credit recovery; (c) a course that is being taken as part of a formal alternative education program or under the District's plan for serving at-risk students; (d) the student has a schedule or site-based conflict that the District determines cannot reasonably be reconciled during a subsequent school term without undue academic detriment to the student; (e) a student is taking the course during the term of his/her expulsion from school, if allowed under his/her expulsion order or if the course is an educational service required by law; (f) the course is part of an approved plan for home-bound instruction; or (g) the course meets a student's individual needs consistent with a plan or with procedures that the District has adopted to meet legal obligations (e.g., special education, Section 504, talented and gifted education, EL/bilingual education, etc.).

District online courses may be separately offered as summer school classes only if the course is eligible for state summer school aid and only subject to the space availability and/or budgetary limitations approved by the Board.

Student applications to take District online courses shall be submitted and approved in accordance with established District procedures.

At or prior to the time a student begins an approved online course, the District will provide an orientation to the student that addresses the applicable attendance, participation, and academic progress expectations; the academic and technical support resources that are available to the student; the student's use of the applicable learning platform(s); and such other information as the District's staff deems appropriate.

Failure to meet established participation, progress, or other course expectations in a District online course will lead to appropriate consequences, up to and including removal from the course, denial of credit, and denial of future requests to take online courses. Failure to meet any requirement that the District establishes as an attendance requirement for an online course, without an acceptable excuse under the District's student attendance policies, may also lead to referral for truancy proceedings. Students should expect that most courses will include periodic scheduled meetings, assessments, conferences, or discussions to be held at specific times and, in some instances, at school.

Nothing in this policy prohibits a parent or guardian from submitting other types of requests for program or curriculum modifications in a manner that is consistent with other Board policies and applicable procedures.

Legal References:

Wisconsin Statutes

<u>Section 115.28(53)</u>	[state superintendent duties, which include making online courses available]
<u>Section 115.28(54)</u>	[state superintendent duties, which include promoting the delivery of online instruction]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.15(1)(d) – (f)</u>	[program or curriculum modifications]
<u>Section 120.13</u>	[school board power; do all things reasonable for the cause of education]
<u>Section 121.004(8)(b)</u>	[summer average daily membership equivalent for state aid purposes – online instruction]
<u>Section 121.14</u>	[state aid for summer and interim session classes, including online classes]

Federal Laws

Individuals with Disabilities Education Act [programs and services for students with disabilities; includes National Instructional Materials Accessibility Standard and provision of assistive technology devices and services for students with disabilities]

Cross References: SP1; 12/12/17

Adoption Date: June 27, 2019

High School Graduation Requirements

Policy 345.6

The School Board awards diplomas to recognize those students who have met District-established requirements for high school graduation as set forth in this policy. The District Administrator and High School Principal(s) shall be responsible for the general supervision and management of the graduation of students under this policy. The District's general student nondiscrimination policy applies in all respects to the methods, practices, and materials used for determining the graduation status of students.

A. Attendance/Participation Requirements

One requirement of high school graduation is that the high school student, throughout his/her enrollment in the District, must have been enrolled in a class or participated in an activity approved by the Board during each class period of each school day, or enrolled in an alternative education program approved by the District. The only exceptions to this enrollment and participation requirement are those authorized under state law and approved by the District for the individual student.

Four years of high school attendance is required for high school graduation.

A student who has attended a high school program (or an equivalent educational program) for the equivalent of four regular school terms (i.e., the equivalent of completing grades 9 through 12) and who has satisfied all other requirements to receive a regular high school diploma does not have the option to unilaterally choose to defer his/her high school graduation date and continue to attend high school.

The District also requires a meaningful period of enrollment in the District and attendance in a District school or program in order to earn a District high school diploma. The minimum period of attendance shall generally include the full semester immediately preceding the student's graduation, during which period the student earned high school credit. An exception to this minimum period may be granted by the District Administrator in extraordinary circumstances where the District Administrator determines that (1) the reason the student did not meet the requirement was reasonably beyond the control of the student and, if under the age of 18, the student's parent or guardian; and (2) instructional staff are able to make a sufficient assessment of the student's academic performance.

B. Course Credit Requirements

The District has established standard credit requirements for high school graduation. All required credits must be earned by completing the course with a minimum passing grade while the student is enrolled in the high school grades except that the District offers qualifying students who are in 8th grade additional opportunities to take certain courses for credit toward high school graduation to the extent further specified in established procedures accompanying this policy".

1. Standard Credit Requirements for Students Granted a Diploma:

- English/Writing Composition 4 credits
- Social Studies 4 credits
- Math 3 credits
- Science 3 credits
- Physical Education 1.5 credits
- Health Education .5 credit

- Additional Approved Elective Credits Required for Graduation 8 credits

2. The minimum passing grade required for the awarding of credit for each course constitutes a recommendation of instructional staff with regard to the student's academic performance and eligibility for graduation.

3. Credit for a course of study that a student successfully completes outside of the District may be granted credit toward high school graduation as a transfer credit. The administration shall apply established procedures to the granting of all transfer credits that a student seeks to apply toward his/her high school graduation requirements.

4. Certain courses may satisfy one of the state-mandated credit requirements under an equivalency standard. Where the District approves and offers a course under a credit equivalency standard, a student may be eligible to take the course to satisfy a state-mandated credit requirement. One limitation is that the student must not have already taken and received a state-mandated credit for any course that is a direct substitute for the proposed equivalent course such that the student would be repeating essentially the same content/learning standards in two courses. It is the responsibility of the student to verify that he/she will be eligible to receive the specified equivalency credit toward a state-mandated credit requirement.

5. With District approval and if the student satisfies all requirements as set forth in a related policy, a student who has participated in a District-approved organized physical activity may substitute an additional one-half credit in English, social studies, math or science in lieu of one-half credit of the 1.5 required credits in physical education.

C. Civics Test Requirement

In order to be eligible for a District high school diploma, a student must have taken and successfully completed the state-required civics test while enrolled in the high school grades in the District or, as determined by the administration, in another qualifying school or program. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student's IEP and/or by applicable law.

D. Alternative Education Programs and Other Accommodations for Students with Exceptional Educational Interests, Needs or Requirements

Any high school student who has satisfied each of the graduation requirements defined above shall be awarded a diploma signifying his/her graduation from high school. In addition, the District provides other routes to high school graduation, including the following:

1. A student with a disability who has not otherwise satisfied the District's high school graduation requirements shall earn his/her high school diploma if the student meets the requirements established through the student's IEP, including goals and objectives that the IEP team has determined represent a demonstration of academic proficiency that is at least equivalent to the proficiency the student would have attained if the student had satisfied the applicable minimum credit accumulation requirements defined in state law.
2. The District provides one or more Board-approved alternative education programs for high school students that provide an opportunity for the student to become eligible for high school graduation. In order to receive a District-issued high school diploma through an alternative education program, the District Administrator, High School Principal or designated program administrator must determine, in consultation with instructors who are familiar with the student's work and progress, that the student has successfully completed the program and demonstrated a level of proficiency in the subjects for which credit is required under the state's minimum graduation requirements that is equivalent to the proficiency the student would have attained if he/she had satisfied the applicable minimum credit requirements defined in state law.
3. For students with exceptional needs, interests or requirements not otherwise addressed in this section, the District may also approve, on an individualized basis, a curriculum or program modification for a high school student that provides an opportunity for the student to become eligible for high school graduation.
4. In the event that a qualified veteran, as determined under state law, requests the Board to award a high school diploma, the request shall be filed with the District Administrator and brought to the Board for review and approval.

Legal References:

Wisconsin Statutes

<u>Section 38.12(14)</u>	[attendance at technical college courses]
<u>Section 115.28(7)(e)1</u>	[alternative education program definition]
<u>Section 115.915</u>	[accommodations for school-age parents]
<u>Section 115.997(7)</u>	[on-time graduation of children of military families; waiver and other requirements]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.15</u>	[compulsory attendance; programs for at-risk students and program/curricular modifications]
<u>Section 118.35</u>	[gifted and talented students]
<u>Section 118.52</u>	[part-time open enrollment]
<u>Section 118.55</u>	[early college credit program]
<u>Section 118.153</u>	[children at risk of not graduating from high school]

<u>Section 118.33(1)</u>	[high school graduation standards, including requirements and local options]
<u>Section 118.33(1)(f)1</u>	[required periodic review and revision of graduation requirement policy]
<u>Section 118.33(1m)(a)</u>	[high school graduation; civics test requirement]
<u>Section 120.12(17)</u>	[school board duty; payment of tuition for University of Wisconsin system courses taken by students for high school credit under certain conditions]
<u>Section 120.13(37)</u>	[awarding high school diplomas to veterans]
<u>Section 121.02(1)(p)</u>	[school district standards; graduation standards]
<u>Chapter 115, Subchapter V</u>	[children with disabilities]

Wisconsin Administrative Code

<u>PI 18</u>	[high school graduation standards]
<u>PI 25</u>	[children at risk plans and programs]

Cross References: SP1; 9/25/18

Adoption Date: June 27, 2019

Physical Education Credit Option

Policy 345.64

Eligible students may complete an additional one-half credit course in English, mathematics, social studies or science that is not otherwise required for graduation in lieu of one-half credit of physical education for purposes of high school graduation. A student is eligible for this option under the following conditions:

1. The student has participated in one or more approved sports or other organized physical activities while in high school and during a semester, or portion of a semester, in which the student is not enrolled in a for-credit physical education class that is required for graduation. Approved sports and organized physical activities include:
 - a. Junior varsity and varsity level Wisconsin Interscholastic Athletic Association (WIAA)-sanctioned sports sponsored by the District.
 - b. The following additional school-sponsored sports and organized physical activities: dance team, trap team and cheerleading.
 - c. Such additional school-sponsored or community-based sports and other organized physical activities as are approved through the application process described below.

Other sports or organized physical activities may be approved by the Curriculum Director upon request of a student that is submitted in advance of the sport/activity. When making approval decisions, the Curriculum Director shall take into consideration such factors as the rigor of the sport/organized physical activity, the length of the sport/organized physical activity season, the frequency of sport/activity practices and contests, and sport/activity management (supervision). In terms of minimal length and rigor, the season (or activity period) should be at least as long as the shortest WIAA season of an approved WIAA sport, as identified above, and should involve at least three weekly practices and/or contests (or performances). It shall be the responsibility of the student to provide relevant information regarding the sport or organized physical activity that will support the request. If the student is not satisfied with the Curriculum Director's decision, he/she may appeal the decision to the District Administrator.

2. During each sport season (or other activity period) used to establish eligibility for the physical education credit option, the student must not have (1) been subject to any disciplinary suspension from a contest or performance imposed either by the supervisor/coach or under any applicable code of conduct; (2) violated any applicable code of conduct during the season (or activity period), the penalty for which was, or would have been, suspension from one or more contests or performances, even though the penalty was not assessed or served during the season; and (3) been absent from a practice or contest/performance without an acceptable excuse. If the student was injured after the beginning of any of the sports seasons but continued to participate in team activities as appropriate for the remainder of the season, he/she still satisfies this requirement.

3. A student must have his/her eligibility for the physical education credit option fully approved, including successful completion of his/her participation in the qualifying sport or other activity, by the time the student needs to register for classes for second semester of 12th grade.
4. A student with a disability who is not able to meet the legitimate requirements for participation in any of the school's WIAA sports programs due to his/her disability, but who has participated in another organized physical activity approved by the Curriculum Director under similar conditions as outlined above, may also be eligible for this physical education credit option.

Student participation in approved school-sponsored sports or organized physical activities shall be verified and documented by Guidance Counselor. In order to verify a student's participation in approved community-based sports or organized physical activities and compliance with applicable codes of conduct of such activities, the student who wishes to take advantage of the physical education credit option must provide the Guidance Counselor with the name and contact information of the sport or activity coach or supervisor and the Guidance Counselor will verify and document the student's eligibility for the physical education credit option.

Nothing in this policy shall prevent a student who is eligible for accommodations to the high school graduation requirements, including the credit requirements, under other District policies from receiving those accommodations.

Legal References:

Wisconsin Statutes

Section 115.787(2) [individualized education programs; program modifications and supports for students with disabilities]

Section 118.13 [student nondiscrimination]

Section 118.33(1) [high school graduation requirements, including physical education credit requirements; authority to make accommodations for students with exceptional educational interests, needs or requirements]

Section 118.33(1)(e) [authority to allow eligible students to take alternative course credit in lieu of one-half credit in physical education]

Federal Laws

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

Section 504 of the Rehabilitation Act of 1973 [access to educational programs and activities and facilities by students with disabilities]

Title II of the Americans with Disabilities Act [access to educational programs and activities and facilities by students with disabilities]

Cross References: SP2; 1/15/12

Adoption Date: June 27, 2019

Student Assessment

Policy 346

Ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation, and application of assessment data are necessary to determine student learning and progress, to allow for accountability in teaching and learning, and to facilitate appropriate program review.

In addition to standardized achievement tests, District assessment plans and procedures may involve the use of a variety of formal and informal assessment techniques. Examples of such techniques include the following: teacher-designed assessments, direct observations of student performance, instruments supplied by companies that create instructional materials, diagnostic assessments, tests of learning aptitude, career awareness and career aptitude/attitude assessments, portfolios, and any assessments required by state and federal laws.

The District expects student assessments to arise from established instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to utilize a reasonable and appropriate methodology, and to reasonably control for sources of bias and distortion that can lead to inaccurate assessment.

Decisions regarding the assessment of students with disabilities and English Learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be available to administrators and the School Board. Appropriate summary assessment reports, as well as information about the assessments administered to students, will also be provided to the public as required by law. Summary data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building, and District level when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies.

In connection with any of the methods, practices, or materials used for testing and evaluating students, the District shall not unlawfully discriminate on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special testing or counseling materials

or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

<u>Section 115.415</u>	[educator effectiveness evaluation requirements; include use of student assessment results]
<u>Section 115.77(1m)(bg)</u>	[assessments; students with disabilities]
<u>Section 118.016</u>	[reading readiness assessments]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.30</u>	[state required student assessments]
<u>Section 118.301</u>	[alternative student assessments]
<u>Section 118.33(1m)(a)</u>	[civics test requirement for high school graduation]
<u>Section 118.33(6)</u>	[use of state student assessment scores in promotion decisions]
<u>Section 121.02(1)(r)</u>	[school district standard; 3 rd grade reading tests]
<u>Section 121.02(1)(s)</u>	[school district standard; state-required examinations]

Wisconsin Administrative Code

<u>PI 8.01(2)(r)</u>	[3 rd grade reading tests]
<u>PI 8.01(2)(s)</u>	[achievement tests]
<u>PI 9.03(1)</u>	[student nondiscrimination in testing/evaluation policies]
<u>PI 13</u>	[assessments; limited English proficient students]

Federal Laws

<u>Elementary and Secondary Education Act [Part A - Subpart 1]</u>	
<u>20 U.S.C. §6311(b)2</u>	[ESEA federal testing requirements]
<u>20 U.S.C. §6312(e)2</u>	[Title I requirements to give notice of and publicize assessment-related-information]

Cross References: SP1; 3/7/18

Adoption Date: June 27, 2019

Annual Notice of Student Assessment Information

346-Exhibit

This notice is intended to notify parents and guardians of students attending school in the Cochrane-Fountain School District and the public of the state and District-required assessments that are being administered to students in the District. Students with disabilities and English Learners must participate in the required assessments, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate consistent with legal requirements.

Student Academic Assessments Required by State and Federal Laws

The federal Every Student Succeeds Act (ESSA) requires all states to test all students in English language arts and mathematics in grades 3-8 and once in high school, and to test all students in science at least once in grades 3-5, once in grades 6-9, and once in grades 10-12. Wisconsin state statutes also require certain testing in grades 3, 4, 8, 9, 10, and 11, including periodic testing in social studies. The tests that address these state and federal requirements comprise the Wisconsin Student Assessment System (WSAS). The District administers the following WSAS assessments to students in the District:

- The **Wisconsin Forward Exam** is administered to students in grades 3-8 in English language arts and mathematics, in grades 4 and 8 in science, and in grades 4, 8, and 10 in social studies. The Forward Exam is a computer-administered, summative assessment which provides information about what students know and what students can do in relation to the Wisconsin State Standards. The assessment includes a variety of different question/item types, including multiple-choice and short-answer questions. Forward Exam results provide valuable information about student performance for individual students, District educators, and other stakeholders.
- **ACT Aspire™** is administered to students in grades 9 and 10. This summative, online assessment measures what students have learned in the areas of English, reading, mathematics, science and writing. The scores on this assessment are used to predict how a student will perform on both the ACT® and ACT WorkKeys® when they reach 11th grade.
- The **ACT® Plus Writing** assessment is administered to students in grade 11. This paper and pencil assessment tests students' skills and knowledge in reading, mathematics, English, science and writing. This assessment helps students understand what they need to learn next so they can build rigorous high school course plans and identify career areas that align with their interests. The scores from the administration of the ACT® Plus Writing (if taken with ACT Standard Time or ACT-approved accommodations) can be used by students for a variety of purposes including college admission, scholarships, course placement, and National Collegiate Athletic Association (NCAA) eligibility.
- The **ACT WorkKeys®** assessment is administered to students in grade 11 and tests students in applied mathematics, locating information, and reading for information. This paper and

pencil assessment is used to help students understand how they can improve their career readiness skills and helps employers determine whether individuals are qualified for positions. Students can earn National Career Readiness Certificates (NCRC), which are recognized by business and industry nationwide.

- All students are administered the above-mentioned assessments, with or without accommodations, except students with significant cognitive disabilities who are administered an alternative assessment – the **Dynamic Learning Maps (DLM)**. The DLM is administered to students with significant cognitive disabilities in the subject areas of English language arts and mathematics in grades 3-11, science in grades 4 and 8–11, and social studies in grades 4, 8, and 10. This online assessment is delivered via the computer; however, some students may need their teacher to present the items to them and enter the student’s response into the online platform. The DLM system is designed to map a student’s learning throughout the year and uses items and tasks that are embedded in day-to-day instruction. The assessment results give teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.

School level summary reports of the results of the WSAS academic assessments are available to the public on the Department of Public Instruction’s website at [WISEdash Public](#).

State assessment timelines can be found on the Wisconsin Department of Instruction Assessment page: [Assessment in Wisconsin](#).

Other Student Assessments Required by State and Federal Laws

- **Reading Readiness Assessment**

As required by state law, the District administers a reading readiness assessment (the **Phonological Awareness Literacy Screening - PALS**) to students in grades 4-year-old kindergarten through grade 2. PALS is a research-based screening, diagnostic, and progress monitoring tool. District teachers use this screening tool to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. Student data collected from the screening tool provides a direct means of matching literacy instruction to specific literacy needs.

- **English Learner Assessments**

As required by state and federal laws, the District administers the following assessments to English Learners in the District:

- The **WIDA Screener** is an online test administered to students newly enrolled in the District in grades K-12 who have been identified through the enrollment process, and in accordance with District procedures, as English Learners. These English language proficiency “screener” assessments help the District to determine whether or not a child is in need of English language instructional services, and if so, at what level.

- The **ACCESS for ELLs**[®] assessment is administered, with or without accommodations, to students in grades K-12 who have been identified as English Learners, including those who receive special education services. This online assessment is administered annually during December or January to English Learners to measure English language proficiency and to ensure that they are progressing in achieving full English proficiency. ACCESS for ELLs[®] assessment results: (1) help students and families understand students' current level of English language proficiency along the developmental continuum; (2) serve as one of multiple measures used to determine whether students are prepared to exit English language support programs; (3) generate information that assists in determining whether English Learners have attained the language proficiency needed to participate meaningfully in content area classrooms without program support; (4) provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English Learners; and, (5) provide the District with information that can be used in evaluating the effectiveness of the District's English Learner/bilingual programs.

- The **Alternate ACCESS for ELLs**[™] assessment is administered annually in January or February to students in grades 1-12 who are identified as English Learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs[®] assessment. The assessment results are used to monitor student progress on an annual basis, establish when English Learners have attained English language proficiency according to state criteria, inform classroom instruction and assessment, and aid in program decision making.

- **High School Civics Test**

As required by state law, the District administers a civics test to high students in the fall of their junior (11th grade) year, which is comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. Successful completion of this civics test is a requirement for high school graduation in the District. A student may retake the civics test until the student obtains the passing score. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student's IEP and/or by applicable law.

Student Participation in Assessments and “Opt-Out” Information

Parents and guardians of students attending school in the District may request information regarding student participation in any of the state or District-required assessments, including any parental rights they may have to opt their child out of taking a required assessment, from the principal. The principal shall provide the requested information in a timely manner.

Cross-References: SE1; 3/7/18

Adoption Date: June 27, 2019

Student Directory Data

Policy 347.1

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

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

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

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

1. The District is required by law to release a high school student's name, home address, and telephone number to military recruiters and institutions of higher education, upon their request, unless the student or the student's parent or guardian, as applicable, has notified the District that such information shall not be released without prior written consent.

The District shall notify adult students and the parents or guardians of high schools under the age of 18 of their right to opt out of such disclosures. Requests for student contact information under this paragraph include requests from any technical college district for the contact information of students who may be graduating from high school in the current school year.

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

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

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

Directory Data Notice and Opt-Out Decisions

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

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

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

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

Legal References:

Wisconsin Statutes

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

Federal Laws

- Family Educational Rights and Privacy Act [federal student records statute]
34 C.F.R. Part 99 [U.S. Department of Education FERPA regulations]
Protection of Pupil Privacy Amendment [federal privacy and parental rights law]

20 U.S.C. §7908 [military access to student information; see also 10 U.S.C. §503(c)]

Cross References: SP4; 4/17/17

Adoption Date: June 27, 2019

Selection of Textbooks and Other Classroom Instructional Materials and Resources

Policy 361.1

Textbooks and other classroom instructional materials and resources, including audio-visual and digital resources, shall be carefully selected using the general criteria outlined in this policy and in accordance with established District procedures. All textbooks and other instructional materials and resources selected for use in the classroom shall support the District's mission, goals, curriculum plans, and academic standards.

The School Board delegates the general review and selection of textbooks and other instructional materials and resources to the District's administrative and instructional staff. The process shall involve obtaining input from at least one or more members of the instructional staff who will be using the materials and may involve consultation with other personnel such as a school library media specialist, Curriculum Director and/or the District's Technology Contractor. As a general rule, the Board's expectation is that the selection of core materials intended for use throughout a grade span and/or regardless of the individual instructor (e.g., textbooks) should be subject to a more extensive and participatory evaluation process and should involve more District-level oversight and coordination than the selection of class-specific or teacher-specific supplemental materials that are less likely to serve as key elements of the District's course-to-course and grade-to-grade curricular sequences.

Textbook selection recommendations shall be submitted to the Board for review and adoption as required by law. The purchase of instructional materials using District funds shall follow established purchasing procedures.

When selecting textbooks and other instructional materials and resources for use in the classroom, consideration shall be given to each of the following factors, allowing for the possibility that, in some cases, staff may determine that a particular factor is not especially relevant:

- the extent to which the materials are judged to support and enhance student learning of the subject area(s) being taught, as identified with the input of instructional staff and based on relevant research;
- the extent to which the materials (and particularly textbooks) facilitate the District's ability to provide students with an appropriately sequential curriculum, both within a grade/course and from one grade/course level to the next;
- the extent to which the materials facilitate an appropriate assessment of student learning;
- the overall appropriateness of the materials relative to the intended student audience (i.e., relative to the anticipated range of age, skills, cognition, and maturity of the students who are most likely to use the materials);
- an evaluation of the materials for any improper bias, misinformation, or stereotyping;
- the extent to which the materials are likely to actively engage students and encourage their interest in learning;

- the extent to which the materials facilitate differentiated instruction and the pursuit of personalized learning objectives, including the extent to which the materials can help members of the instructional staff accommodate different learning targets and learning styles;
- the current capacity of staff members to make productive use of the resource, or planning for the staff development that would be needed to build that capacity;
- the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and English language learners); and
- budgetary considerations, including but not limited to the extent to which the materials being evaluated would address a current priority area among possible alternative acquisitions.

The Board recognizes that occasional objections to textbooks and other instructional materials and resources used in the classroom may occur. When parents or guardians or other individuals have concerns about particular instructional materials or resources, these concerns shall be brought forward in accordance with established administrative procedures, carefully considered, and accorded the courtesy of a prompt reply by appropriate school personnel.

The District shall not unlawfully discriminate in the selection and evaluation of instructional materials or resources on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established District procedures.

Legal References:

Wisconsin Statutes

- Section 115.77 [local education agency duties related to students with disabilities]
Section 118.03 [textbook adoption]
Section 118.13 [student nondiscrimination]
Section 120.13(5) [school board power to purchase necessary books, equipment and materials for use in the schools]
Section 121.02(1)(h) [school district standard; selection of instructional and library media materials]

Wisconsin Administrative Code

- PI 8.01(2)(h) [school district standard; selection and reconsideration of instructional and library media materials]
PI 9.03(1)(e) [requirement to address student nondiscrimination in selection of instructional and library media materials policy]

Federal Laws and Regulations

- Individuals with Disabilities Education Act [programs and services for students with disabilities; includes National Instructional Materials Accessibility Standard and provision of assistive technology devices and services for students with disabilities]

Assistive Technology Act of 1998 [assistive technology devices and services]

Cross References: SP1; 4/13/18

Adoption Date: June 27, 2019

Procedures for the Selection and Reconsideration of Classroom Instructional Materials/Resources

361.1 Rule

A. Selection and Adoption of Textbooks

1. Textbook selection and adoption shall be included as part of the formal cycle for curriculum adoption, evaluation, and improvement in the District. The review and any recommendations to modify the subject-area textbook(s) that are approved for use in the District (or the analogous core instructional material that is used in lieu of a formal textbook) shall occur under the direction and supervision of the Curriculum Director.
2. The review and evaluation of textbooks (or analogous core instructional material) shall take into account any general selection criteria outlined in Board policy and shall also adhere to the following:
 - a. Textbooks will be evaluated relative to the District's established curriculum objectives for their coverage of essential content-based and skills-based goals and standards and for the instructional and assessment methodologies that have been adopted or that are encouraged by the authors/publishers. Consider questions such as the following: Do the objectives of the text closely match the District's curricular expectations? Does the textbook accurately reflect the learner expectations of the District's curriculum? Does the textbook encourage higher level thinking skills and application of the content and skills to real life experiences? Has the textbook been shown to be effective in other situations?
 - b. Textbooks will be checked for bias, misinformation and stereotyping. Textbooks should be selected that reflect the cultural diversity and pluralistic nature of America's society and provide up-to-date and accurate information.
 - c. It is the legal responsibility of the District to provide instructional materials and resources that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students. Accordingly, the District will check with appropriate sources (e.g., Wisconsin Accessible Media Productions or Bookshare) to determine whether the textbook is available (or can be made available) in alternative formats to meet the needs of students with disabilities and other students who may require special formats (e.g., English language learners).
 - d. Textbooks that are deemed acceptable relative to the criteria listed immediately above will be further screened to review the following:
 - The utility of the teacher's manual for the textbook and other supplementary materials;
 - The physical structure and layout of the materials and, if applicable, the continuity within any series;
 - Readability;

- Writing style;
 - Date of publication; and
 - Recommendations from other schools and any available studies or data regarding student outcomes in other schools.
3. The administrator(s) who make a final recommendation to the School Board for approval of a textbook shall ensure that the input of relevant staff has been solicited and given consideration. The administrative recommendation shall be supported by a written summary of the review and evaluation of the textbook.
 4. Upon adoption by the Board, the approved textbook(s) shall be included in the revised curriculum guide for the applicable subject area(s) and added to a list of adopted textbooks that shall be maintained in the District Office on behalf of the Board Clerk.
 5. After textbooks are adopted by the Board, the administration will notify appropriate staff of the approval and arrange for the purchasing and implementation of the textbooks in the District's curriculum. The administration shall also determine the extent to which any staff training may be appropriate to support the proper implementation of the curriculum.
 6. Textbooks (or analogous core instructional material) will normally be reevaluated as part of the curriculum revision cycle.

B. Selection and Use of Supplementary Instructional Materials and Resources in the Classroom

1. It is generally the responsibility of the classroom teacher, in consultation with other instructional staff as appropriate, to review and select supplementary instructional materials and resources for use in the classroom. Supplementary materials and resources are primarily used by a teacher to enhance instruction, or by particular students to meet specific needs. All recommendations for the purchasing of supplementary instructional materials shall be submitted to the building principal with a supporting rationale and for approval under established District purchasing procedures. Even where no purchase is required, all teachers are strongly encouraged to review their selection of supplementary instructional materials with the Curriculum Director prior to actual use as each teacher will ultimately be accountable for his/her decisions.
2. When selecting supplementary instructional materials and resources for use in the classroom, the classroom teacher shall keep in mind the general selection criteria outlined in Board policy and shall abide by the following procedures:
 - a. Supplementary instructional materials and resources should only be selected to support, not supplant, textbooks and related core materials that have been adopted as a component of the District's standard curriculum.
 - b. All instructional materials and resources must be used in accordance with current copyright laws and licensing agreements.
 - c. The incorporation of relevant and brief media segments/clips within interactive learning activities that support particular academic standards, curricular goals, or

- learning objectives is encouraged, but the extended use of media resources for passive listening/viewing activities that occur during classroom instructional time is generally discouraged. Staff members are expected to (1) clearly identify any such passive listening/viewing activities (e.g., watching the entirety of a full-length film) within their lesson plans (by date(s) and total allocated time); (2) obtain the advance approval of the principal prior to using any audio books, documentaries, films, etc. that were not previously evaluated and purchased by the District; and (3) be prepared to justify the instructional value of their planned passive listening/viewing activities upon the request of the principal.
- d. Any member of the District's instructional staff must first consult with and obtain the prior approval of District's Technology Contractor prior to purchasing, using in the classroom, or directing students to access any computer media or other digital resource (including any Internet-based application) that (1) requires the District or any user to actively accept specific licensing terms, terms of service, or a subscription (including via a "click-through" agreement); (2) requires the installation of any software or plug-in application; (3) requires the creation/use of individual student accounts or logins; (4) tracks individual student progress for assessment or other purposes; or (5) requires the submission of identifying information about any individual student(s).
 - e. As with the selection of textbooks, the classroom teacher will consider the accessibility of the particular supplementary instructional material or resource for students with disabilities and other students who may require special formats (e.g., English language learners) and whether there are alternate materials or resources that can be used or accessed that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students.

C. Reconsideration of Textbooks and Other Classroom Instructional Materials or Resources

1. Challenges regarding specific textbooks or other instructional materials or resources used in the classroom will be reviewed upon written request. Such requests will be referred to appropriate staff members who are using the materials. Assigned staff will review the item or resource in question and present a recommendation to the principal and Curriculum. The administrator(s) receiving the staff recommendation will make an initial determination on the challenge and inform the District Administrator and the person who challenged the material of the determination.
2. Should the complainant be dissatisfied with the administration's initial determination, the complaint will go to a Materials Review Committee consisting of at least three (3) licensed staff members selected by the principal and the Curriculum Director.
 - a. This committee will make a recommendation to the principal and the Curriculum Director who will review the Committee's recommendation with the District Administrator and reach a decision. The administrative decision following the Committee's review will be communicated to the complainant.

- b. The meetings of the Materials Review Committee will be conducted in compliance with applicable requirements of the Open Meetings Law, including ensuring appropriate public notice of the committee's meetings.
3. Should the complainant be dissatisfied with the administrative decision made following the review that is conducted by the Materials Review Committee, the complaint will be referred to the School Board. Decisions of the School Board shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to textbooks or other instructional materials or resources used in the classroom determines that a challenge to an item or resource will be upheld in whole or in part, the material or resource in question generally will not be discontinued from being used in the classroom. However, the person challenging the use of the textbook or other instructional material or resource in the classroom may request the District to provide alternative instructional materials or resources for their child to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the building principal in consultation with the classroom teacher.

Duplicative or otherwise redundant requests to reconsider the same resource or to reconsider a different resource with substantially similar content for substantially similar reasons may be restricted. In the event that the District concludes that a reconsideration request is redundant to a previous request in which a relevant resource was thoroughly reviewed and evaluated, the District will inform the complainant that the District is choosing to rely on the previous evaluation and that the complainant may immediately seek a final review of the decision by the School Board.

Cross Reference: SR1; 8/25/17

Adoption Date: June 27, 2019

Request for Reconsideration of Instructional Materials

361.1-Exhibit

To prevent misunderstanding of your complaint, please fill in the following information.

Request initiated by:

NAME _____

ADDRESS _____

PHONE NUMBER _____

Representing:

STUDENT'S NAME _____

ORGANIZATION'S NAME _____

OTHER _____

Type of Instructional Material: _____

Title: _____

Author/Publisher/Producer: _____

Class Name _____ Other _____

What action would you like to see taken:

- Send back to originating department/school for re-evaluation
- Substitute alternate material or media
- Deny the use of the material or media by my child
- Deny use of the material or media by all students
- Other _____

Due to limited space, please feel free to extend comments on the reverse side of this form.

1. Have you either read, heard or seen the material or media in its entirety? If not, what part did you see, read or hear? _____

2. To what in the instructional or library material or media do you object? (Please be specific. For example, cite page or section) _____

3. What do you feel may result from the use of this material or media? _____

4. What do you believe is the theme of this material or media? _____

5. For what age group would you recommend this material or media? _____

6. What do you find good about this material or media? _____

7. Are you aware of the judgments of this work by literary or other critics? _____

8. In view of the action you would like taken, do you have any suggestions about material or media that could be substituted that would convey as valuable a picture and perspective of the subject treated and would meet the educational needs of your child and/or other students?

Signed _____ Date _____

Thank you for your time and concern. Please return this completed form to the principal who will review its contents and will notify you of the next step in the complaint process.

Cross-References: SE1; 8/26/14

Adoption Date: June 27, 2019

Technology for Students with Special Needs (Assistive Technology)

Policy 363.3

The District recognizes that students with disabilities and other students with special needs may require assistive technology devices and/or services to help them access and benefit from their educational program and achieve related standards and goals.

The District shall provide students with disabilities under the Individuals with Disabilities Education Act (IDEA) with special education and related services, based on their individualized education programs (IEP), as required by law. A student's need for assistive technology shall be determined on a case-by-case basis. If the student's IEP team determines that a particular assistive technology device and/or service is needed in order for the student to benefit from his/her education program, it will be included in the student's IEP.

For purposes of this policy and its implementation with respect to students with disabilities under the IDEA, an "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device.

Those students with disabilities or other special needs but not requiring a formal IEP under the IDEA (for example, students with disabilities under Section 504 or under the Americans with Disabilities Act, migrant students, homeless students, students living with poverty and English language learners), will also be considered for assistive technology devices and/or services on a case-by-case basis. In situations where the potential use of such a device or the provision of such a service is unrelated to a disability, the District will consider the device and/or service in relation to the student's identified special need(s).

Legal References:

Wisconsin Statutes

Section 115.787(3)(b)5 [IEP development; required to consider assistive technology needs]

Federal Laws

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

Enhancing Education Through Technology Act of 2001 (Title II, Part D) [educational technology

plans, including state-required policies addressing technology concerns for students with special needs]

Section 504 of the Rehabilitation Act of 1973 [disability discrimination; reasonable accommodations]

Americans with Disabilities Act [disability discrimination; reasonable accommodations]

Cross References: SP1; 1/2/15

Adoption Date: June 27, 2019

Student Nondiscrimination (Equal Educational Opportunities)

Policy 411

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification.

Accordingly, the School Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected status or classification that serves as the basis for any prohibited discriminatory conduct, policy, or practice. When based upon a legally-protected status or classification, examples of unlawful and discriminatory acts can include:

1. The denial of admission to any public school;
2. The denial of participation in, equal access to, or the benefits of any curricular, extracurricular, student services, recreational, or other program/activity, including the District's career and technical education opportunities;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs;
4. Any action, policy, or practice, including segregation, bias, stereotyping, or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally-protected classification or characteristic.

Children of homeless individuals and unaccompanied youth (youth not in the custody of a parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as those provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide all appropriate and legally-required accommodations, educational services, and/or programs for students who have been identified as having a qualifying disability, regardless of the nature or severity of the disability and regardless of whether the student qualifies for the District's special education program. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be submitted to and acted upon by the building principal. Accommodations may include, but are not necessarily limited to, being

excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any such accommodations granted under this policy shall be provided to students without prejudicial effect.

This policy shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, including gifted and talented, special education, school-age parents, bilingual bicultural, at risk, and other special programs; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging a violation of any aspect of this policy may be filed and shall be processed in accordance with the District's student discrimination complaint procedures, as adopted in connection with this policy.

By following required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

Designation of Compliance Officer. The administrator holding the following position is designated as the District's equal educational opportunities compliance officer ("Compliance Officer"):

*District Administrator
Cochrane-Fountain City School District
S2770 State Road 35
Fountain City, WI 54629
(608) 687-7771*

The Compliance Officer is authorized to receive complaints brought under this policy and its related complaint procedures. The Compliance Officer also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints), federal Age Discrimination Act Coordinator (age-based discrimination issues), and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues) for all student and all non-employment-related matters. The principal shall perform the duties of the Compliance Officer if the Compliance Officer is temporarily unavailable. In the event that a complaint to be filed under these procedures concerns the actions of or decisions made directly by the District Administrator, the complainant may file the complaint in writing at the District's main administrative office, directed to the attention of the Board President, who shall work with District legal counsel in order to process the complaint.

Confidentiality of Reports and Complaints. Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of discrimination reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately

process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation Prohibited. No employee, officer, agent or representative the District shall unlawfully retaliate against, harass, intimidate or otherwise impose any improper consequence against any person who (1) pursues any complaint under this policy and its related complaint procedure; or (2) otherwise participates in the resolution of any report, complaint, or investigation involving an alleged violation of this policy. Further, any act of retaliation, harassment, or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy, and subject the student to appropriate disciplinary action.

Abuse of Process Prohibited. Failure to act in good faith while participating in the resolution of any report, complaint, or investigation under this policy or its related complaint procedure constitutes an abuse of process and subjects an employee or student to potential discipline. Abuse of process includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, the intentional provision of false or misleading information during the processing of a complaint or other investigation, and other actions that constitute a violation of any District policy or rules.

NONDISCRIMINATION STATEMENTS AND DISSEMINATION OF POLICY AND DISCRIMINATION COMPLAINT PROCEDURES

In addition to including express nondiscrimination statements in other Board policies where required by law:

1. A legal notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District's official newspaper.
2. A student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks, and other similar published materials distributed to the public describing school activities and opportunities.
3. Information about the student discrimination complaint procedures shall be disseminated to students, parents and guardians, employees at their request from the District office and made available on the District website.

MAINTENANCE OF COMPLAINT RECORDS; REPORTS AND EVALUATIONS

The District's equal educational opportunities compliance officer shall be responsible for ensuring that the District maintains adequate records of complaints filed under the District's student discrimination complaint procedures and for directing the timely preparation of the annual or other reports and evaluations regarding nondiscrimination initiatives and compliance that the District is required to conduct and/or provide to the Department of Public Instruction. In

addition, the District is required to formally evaluate the status of nondiscrimination and equality of educational opportunity in the District at least once every five years.

Legal References:

Wisconsin Statutes

Section 118.13 [student nondiscrimination; policy/procedures required]

Section 118.134 [race-based nicknames, logos, mascots]

Wisconsin Administrative Code

PI 9 [student nondiscrimination; policy/procedure/notice required]

PI 41 [accommodating student religious beliefs; policy required]

Federal Laws

Title IX, Education Amendments of 1972 [sex discrimination]

Title VI, Civil Rights Act of 1964 [race, color and national origin discrimination]

Section 504 of the Rehabilitation Act [disability discrimination; free and appropriate public education (FAPE) and reasonable accommodations]

Title II of the Americans with Disabilities Act [disability discrimination; reasonable accommodations]

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

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

Age Discrimination Act of 1975 [age discrimination in programs or activities receiving federal financial assistance]

Elementary and Secondary Education Act [§6312(e)(3)(D)] – nondiscrimination in admission to federally-assisted education programs on the basis of surname or language-minority status]

Cross References: SP3; 8/16/18

Adoption Date: June 27, 2019

Student Discrimination Complaint Procedures

411-Rule

A person may submit a complaint and attempt to resolve his/her complaint by using (1) the District's informal complaint resolution option; and/or (2) the District's formal complaint procedure, as further defined in this rule, whenever the person believes that:

1. The District has inadequately complied with section 118.13 of the state statutes and the statute's implementing regulations, or with the current federal laws and/or regulations under Titles IV and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act (including Title II of the ADA, nondiscrimination on the basis of disability in state and local government services);
2. A student has in some other way been unlawfully discriminated against on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, parental or marital status, any physical, learning, mental, or emotional disability, or any other legally-protected status or classification;
3. That there has been a violation (including violations by other students) of any of the Board's student nondiscrimination, anti-harassment/anti-bullying, or other equal educational opportunities policies; or
4. Another Board policy or rule directs or allows the use of these complaint procedures (*NOTE: Appeals to DPI in such situations apply to the extent permitted by DPI.*)

In special circumstances, such as certain complaints involving the District's application of the Individuals with Disabilities Education Act, the District may re-route the complaint to a more legally-appropriate venue or procedure.

The administrator holding the following position serves as the District's Equal Educational Opportunities Compliance Officer ("Compliance Officer") in connection with these complaint procedures:

District Administrator
Cochrane-Fountain City School District
S2770 State Road 35
Fountain City, WI 54629
(608) 687-7771

The principal shall perform the duties of the Compliance Officer if the Compliance Officer is temporarily unavailable.

Any person presenting a report or complaint under these procedures who has concerns about safety, confidentiality, or retaliation should discuss those concerns with the Compliance Officer

as early as possible in the process — preferably at or even prior to the time that the detailed report or complaint is made.

In conjunction with the District's receipt of notice of any report or complaint of alleged discrimination, harassment, bullying, or retaliation under these procedures, the District shall consider (and the complainant may affirmatively request consideration of) any interim measures that should be taken before the final outcome of an investigation (e.g., safety planning or other steps needed to protect the complainant and ensure equal access to the District's education programs and activities).

INFORMAL RESOLUTION OF A COMPLAINT OR CONCERN

The District strongly encourages, but does not require, the informal resolution of complaints and concerns regarding the implementation and monitoring of the laws, regulations, and local policies that facilitate the provision of equal educational opportunities and that prohibit discrimination.

To pursue the informal resolution of a complaint or concern, a person may contact either the principal or the District's Equal Opportunities Compliance Officer at the office location identified above. The person should expressly indicate that they would like to explore informal means of resolving a complaint or concern involving the District's equal educational opportunities policy or another District nondiscrimination policy.

Informal methods for attempting to resolve a complaint or concern may include the scheduling of meetings among relevant parties; meetings or communications mediated by an administrator or other individual selected by the District who was not directly involved in the issue; or, following a presentation and initial assessment of the issue(s), the offering of one or more options for changes to be made in the relevant circumstances. If, at any time, the person seeking an informal resolution becomes dissatisfied with the process or outcome, he/she may initiate a formal complaint according to the steps listed below.

In the event the principal addresses or resolves an informal complaint that the principal determines involves an alleged violation of the state or federal student nondiscrimination law, the principal shall provide the Compliance Officer with a written version of the nature of the complaint and a summary of any responsive action taken on the informal complaint.

FORMAL COMPLAINT PROCEDURES

Step 1: Complaint to Compliance Officer: A written statement of the complaint shall be prepared by the complainant, signed and presented to the Compliance Officer, who shall acknowledge receipt of the complaint within 10 calendar days. The Compliance Officer or a designee shall further investigate the complaint and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the

circumstances. The District will attempt to provide the administrative determination of the complaint within 30 calendar of the date that the complaint was filed.

Step 2: Optional Appeal to the School Board: Any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) who disagrees with the administration's decision in the matter may either treat the decision as a final decision or submit an appeal to the School Board. Any appeal to the Board shall be filed in care of the School Board Clerk at the Office of the District Administrator within 10 calendar of receipt of the District Administrator's decision, and the request shall state the reasons the decision is being appealed. The Board will provide a written response to the appeal, which may or may not involve a meeting with any of the relevant parties and/or any further investigation. The decision of the Board shall include a notice to the complainant of his/her right to appeal the determination to the State Superintendent of Public Instruction.

Step 3: Appeal of District Final Decision The complaining party may appeal any negative final decision of the District (the decision either at Step 2 or Step 3) to the State Superintendent of Public Instruction. Using the procedures identified in [Chapter PI 1](#) of the Wisconsin Administrative Code, such appeals must be filed in writing within 30 calendar days of the District's final decision and sent to the Department of Public Instruction, Equal Educational Opportunity Office – Pupil Nondiscrimination, P.O. Box 7841, Madison, WI 53707.

In addition, a complainant may appeal directly to the DPI if the District has not provided written acknowledgement within 45 days of receipt of the complaint or has not made a final determination within 90 days of receipt of the written complaint.

COMPLAINTS AND APPEALS TO THE U.S. DEPARTMENT OF EDUCATION'S OFFICE FOR CIVIL RIGHTS AND OTHER EXTERNAL AGENCIES OR THE COURTS

Where otherwise permitted by law, nothing within these locally-established complaint resolution procedures shall preclude individuals from filing, on a timely and procedurally appropriate basis, (1) a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office of Civil Rights (OCR) in Chicago, as authorized by various federal laws; or (2) a complaint or suit with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

DEADLINE FOR FILING AN INITIAL COMPLAINT

There is no absolute deadline for the initial filing of a complaint under these procedures. The District always has an interest in being made aware of potential concerns with prohibited discrimination, harassment, bullying or retaliation. However, a person with a complaint or concern involving such a matter is encouraged to notify the District of the issue or to pursue the complaint as soon as reasonably possible after the occurrence of the relevant events. Any gap in

pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of possible remedies and resolutions that are reasonably available. Notwithstanding the lack of a single, fixed deadline, the District, acting through the District Administrator or a designee, may determine that any complaint filed more than 300 days after the alleged act(s) occurred, or more than 300 days after the last occurrence of an ongoing condition, will not be processed through these procedures for lack of timeliness (although the District may follow-up on the issues presented through other means if appropriate). A decision to dismiss a complaint because it is untimely may be appealed to the Board under Step 2, and the Board may either affirm the dismissal of the complaint for lack of a timely filing or remand the complaint for further processing.

SPECIAL PROCEDURE FOR COMPLAINTS INVOLVING THE DISTRICT ADMINISTRATOR

In the event that a complaint to be filed under these procedures concerns the actions of or decisions made directly by the District Administrator, the complainant may file the complaint in writing at the District's main administrative office, directed to the attention of the Board President, who shall work with District legal counsel in order to process the complaint.

SPECIAL COMPLAINT PROCEDURE — SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Procedures.

Cross-References: SR5; 8/6/18

Adoption Date: June 27, 2019

Public Notification of Student Nondiscrimination Policy

411-Exhibit 1

The Cochrane-Fountain City School District prohibits all forms of unlawful discrimination against students in all aspects of the District's programs and operations. Accordingly, consistent with section 118.13 of the state statutes, no student shall unlawfully be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, or physical, mental, emotional or learning disability. The District likewise requires and enforces nondiscrimination in a manner consistent with the rights and obligations established under all applicable federal civil rights laws, including the current provisions of Titles IV and VI of the Civil Rights Act of 1964 (race, color, religion, sex, or national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act (disability), the Americans with Disabilities Act (including Title II of the ADA, which prohibits discrimination on the basis of disability in state and local government services), the Age Discrimination Act of 1975 (age), and the civil rights provisions associated with the Elementary and Secondary Education Act and the District's participation in federal meal programs.

All District career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the District's website or by contacting any school's guidance office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District provides legally-required accommodations and appropriate educational services or programs for students who have a qualifying disability, regardless of the nature or severity of the disability. The District also provides for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

When acceptable to the complaining party, the District encourages informal resolution of discrimination complaints and related concerns. However, a formal complaint resolution procedure is available to address allegations of unlawful discrimination and/or any alleged violation of the District's equal educational opportunities policies.

Any questions concerning this notice, the District's nondiscrimination and equal educational opportunities policies, policy compliance, or the District's complaint procedures may be directed to the District's equal educational opportunities compliance officer:

District Administrator
Cochrane-Fountain City School District
S2770 State Road 35
Fountain City, WI 54629
(608) 687-7771

Discrimination-related complaints may be filed with the Compliance Officer. The Compliance Officer also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints), Age Discrimination Act Coordinator (age-based discrimination issues), and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues).

By following all required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

Cross-Reference: SE1; 8/6/18

Adoption Date: June 27, 2019

Discrimination Complaint Form (Student/Non-Employee Matter)

411-Exhibit 2

DISCRIMINATION COMPLAINT FORM (for student and other non-employment matters) (Any person with knowledge or concerns related to possible/alleged unlawful discrimination occurring in school district services, programs, or operations may submit a complaint using this form. A separate form exists for employment discrimination complaints.)	
1. Print the name of the person who is submitting this form: _____	2. Today's Date: _____
3. For non-students : I can be contacted by phone and/or email at: _____	
4. The person submitting this form is a: <input type="checkbox"/> Student in grade _____ <input type="checkbox"/> Parent/Guardian of _____ <input type="checkbox"/> School District Employee <input type="checkbox"/> Other: _____	5. The person submitting this form is (check all that apply): <input type="checkbox"/> A victim/target of discrimination or harassment <input type="checkbox"/> Someone who saw what happened to someone else <input type="checkbox"/> Someone who has heard what happened to someone else <input type="checkbox"/> Other: _____
6. WHO is being adversely affected by this issue? (Please provide the names(s) of any specific individuals, or, if a particular group of people are being affected, please describe the class/group.) _____	
7. WHO or WHAT is causing the possible discrimination? (Check all that apply and identify individuals to the extent possible.) <input type="checkbox"/> Student(s): _____ <input type="checkbox"/> School employee(s): _____ <input type="checkbox"/> Someone else: _____ <input type="checkbox"/> A district policy or procedure: _____	
8. Describe WHAT happened (or what is currently happening), WHERE it occurred (e.g., which school), and WHEN it occurred: _____ _____ _____ _____ _____ _____	
9. Does this complaint allege a violation of a law or a school district policy that is based upon, or that has occurred because of, any individual's legally-protected status (e.g., race, color, national origin, ancestry, sex, sexual orientation, religion, creed, age, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability)? <input type="checkbox"/> No. It doesn't seem connected to any particular status or category. <input type="checkbox"/> Yes. Please list each protected status/category that you feel is relevant to the issues identified in this complaint: _____	
10. Please SIGN and DATE this form (for complaints submitted by multiple people, please attach an additional signature page or add a signature in the space provided for additional details). Your signature is your assurance that the information provided in this complaint form is provided in good faith and that it is accurate to the best of your knowledge.	

Signature

Date

Use the space below (or additional sheets) to provide any additional detail that you wish to provide:

Please submit this form DIRECTLY to the District's Equal Educational Opportunities Compliance Officer at [insert contact info] or, if you are more comfortable doing so, to any school principal.

The lines below are for School District OFFICE USE ONLY

1. Identify the **name and title** of the person who received this form on behalf of the School District, and identify the **date of receipt**:

Name

Title

Date of Receipt by the District

2. Identify the method of receipt:

Hand delivery

Inter-office mail

U.S. mail

Other: _____

Email

3. By number, identify the items on this form (if any) which were blank or clearly incomplete at the time the form was initially filed with the District:

4. Identify the **supervisor(s) or administrator(s)** who have been notified of the District's receipt of this report as of the date of receipt:

5. Identify the **supervisor or administrator** who is assigned primary responsibility for ensuring this report is processed appropriately:

6. Other information the District wishes to document related to the receipt of this complaint:

Cross-Reference: SE3; 8/3/18

Adoption Date: June 27, 2019

Anti-Bullying and Anti-Harassment

Policy 411.1

As used in this policy:

1. “Bullying” refers to severe, systematic, or repeated actions that involve the threatened, attempted, or actual infliction of physical harm or psychological/emotional distress on one or more students, staff, or other persons. Bullying usually (but not always) involves an actual or a reasonable perception of an imbalance of power between the bully and the victim/target. Bullying occurs when someone purposefully engages in written, spoken, nonverbal, or physical behaviors or communications (including but not limited to actions that threaten, intimidate, insult, degrade, or ostracize) that have the effect of doing any of the following:
 - a. Substantially interfering with any student’s education;
 - b. Substantially interfering with a person’s ability to participate in or benefit from any school activity or program;
 - c. Endangering the health, safety, or property of the target(s) of the behavior; or
 - d. Creating a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.
2. “Cyber-bullying” is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media. Cyber-bullying is prohibited and treated the same as all other types of bullying.

Younger students might better understand the meaning of “bullying” when the term is defined to include conduct that one person uses on purpose and usually more than just one time to hurt, put down, embarrass, or scare another person, where the person who is being bullied would have difficulty protecting or defending him/herself.

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in acts of bullying, facilitating bullying conduct by others, taking secretive or covert actions, etc.).

While bullying involves deliberate/purposeful conduct, intent/purpose may properly be inferred from the totality of the circumstances (e.g., where the behavior is persistent/repeated or where the responsible party reasonably should have been able to foresee the consequences of his/her actions and the manner in which his/her conduct would be likely to be perceived by the target(s) of the conduct).

Not all behaviors that (1) hurt another person’s feelings; (2) are a manifestation of an interpersonal conflict; or (3) are in some way unkind amount to acts of bullying (or harassment) as defined in this policy. However, such negative behaviors are still a legitimate subject of concern and regulation within the school environment.

Defining Harassment

As used in this policy, the term “harassment” means behavior directed towards another person:

1. which either: (a) is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student’s race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability; (b) is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student’s physical appearance, economic status, or social status; or (c) does not serve a legitimate purpose;

AND

2. which either: (a) substantially interferes with a student's school performance, an employee’s ability to do his/her work, or any person’s ability to perform or participate in a District-related function; (b) substantially interferes with a student’s ability to participate in or benefit from any school activity or program; (c) creates an intimidating, hostile or offensive environment within any District school, activity, or program; (d) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (e) causes a substantial disruption to any school-related activity or program; or (f) compromises the District’s ability to operate efficiently and effectively.

Bullying and Harassment by Students is Prohibited

The District prohibits students from bullying or harassing any person when either the aggressor and/or the target (victim) of the behavior is (1) at school or on school grounds; (2) at any school-sponsored activity; (3) using District-provided transportation; (4) under the supervision of a school district authority; or (5) otherwise within the scope of the District’s disciplinary jurisdiction (such as conduct that occurs away from school that endangers the health, safety or property of a person who is at school).

Student violations of this policy will normally be addressed through remedial interventions and/or consequences. The exact response applied to a particular incident shall take into consideration the totality of the relevant circumstances, including but not limited to the nature and severity of the conduct, the age and developmental level of the student, and the student’s behavioral history. Possible consequences for students who engage in bullying or harassment (or prohibited retaliation) include, but are not limited to, revocation of school-related privileges, temporary removal from class or school activities, suspension, expulsion, and/or referral to law enforcement officials for possible legal action.

The District is not able to investigate and impose the same school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this policy and been within the school’s jurisdiction for suspension or expulsion. However, where a District employee determines, based on communications with students or parents or guardians, that an out-of-school incident (or alleged incident) is having, or is likely to have, a negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the

District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions.

Application of this Policy to School Officials, District Employees, and Others

The District also prohibits bullying and harassment by District officials, District employees, District volunteers, contracted service providers, and others who are present at a school, on school grounds, or at any school-sponsored activity. While the primary focus of this policy concerns victims/targets who are students, such conduct is prohibited regardless of whether the target of the behavior is a student, school official, District employee, parent or guardian, or other person.

When an employee is alleged to have engaged in bullying, harassment or prohibited retaliation, the incident (including the possible imposition of consequences) will be addressed in a manner consistent with the District's procedures for handling personnel matters. When a person who is neither a student nor an employee violates this policy, the District likewise reserves the right to take appropriate remedial action, including the imposition of possible consequences (such as limiting the individual's access to District property or activities, referral to law enforcement, etc.).

Reports/Complaints; Confidentiality

The District shall establish and implement procedures under which incidents and concerns involving bullying, harassment, or any related allegations of retaliation can be reported and addressed in an appropriate manner.

In addition to any other reporting procedures that are established:

1. When the victim/target of the alleged behavior is a student, a person may report the behavior as a complaint under the District's student discrimination complaint procedures; or
2. When the victim/target of the alleged behavior is an employee, a person may report the behavior as a complaint under the District's employment discrimination complaint procedures; or
3. When the victim/target of the alleged behavior is neither an employee nor a student, a person may report the behavior to the appropriate activity supervisor, principal, or to the District Administrator. A written complaint is preferred, but, no matter how the report is presented, the person making the report should clearly and expressly identify that he/she is reporting a concern with bullying, harassment, or retaliation.

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint.

Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation and Abuse of Process are Prohibited

Retaliation is prohibited against any person who has reported in good faith (or who is believed to have reported) a possible violation of this policy, or against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint of bullying or harassment. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Such retaliation shall be considered a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting harassment and/or bullying.

Knowingly providing false information regarding alleged bullying or harassment, fabricating incidents/allegations, and similar bad-faith conduct shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Legal References:

Wisconsin Statutes

<u>Section 118.01(2)(d)</u>	[personal development curriculum]
<u>Section 118.13</u>	[student nondiscrimination requirements]
<u>Section 118.164</u>	[removal of students from class]
<u>Section 118.46(2)</u>	[student bullying policy required]
<u>Section 120.13(1)</u>	[school board power to set conduct rules and discipline students]
<u>Section 947.0125</u>	[unlawful use of electronic communications]
<u>Section 947.013</u>	[unlawful harassment]
<u>Section 948.51(2)</u>	[hazing prohibited]
<u>Section 995.55</u>	[restricted access to personal Internet account]

Wisconsin Administrative Code

PI 9 [student nondiscrimination]

Federal Laws and Regulations

Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA) [policy and other requirements related to Internet safety]

Title IX, Education Amendments of 1972 [sex discrimination in educational programs, includes sexual harassment]

Title VI, Civil Rights Act of 1964 [race, color and national origin discrimination]

Section 504 of the Rehabilitation Act [disability discrimination; free and appropriate public education (FAPE) and reasonable accommodations]

Title II of the Americans with Disabilities Act of 1990 [disability discrimination; reasonable accommodations]

Cross References: SP4; 8/4/15

Adoption Date: June 27, 2019

Reporting Bullying/Harassment (Students, Parents and Non-Employees)

411.1-Rule 1

Any student who (1) is the target of any bullying or harassment; (2) who observes/witnesses any incident involving bullying or harassment; or (3) obtains knowledge of possible bullying or harassment that the student finds credible or upsetting, is strongly encouraged to report the incident(s) to District staff using any of the procedures identified in this rule. Parents and guardians and others with relevant knowledge/information/concerns related to incidents involving students are similarly encouraged to report such concerns/incidents to the District.

There are several different ways that students, parents and guardians, and others can report concerns related to bullying and/or harassment:

1. At the **School** (i.e. Elementary, High School) Level:
 - a. Making an informal verbal or written report (e.g., via a parent email) to a teacher, activity supervisor (e.g. a head coach, a bus driver, etc.), student services staff member or principal; or
 - b. Completing a “Report of Bullying or Harassment” form and delivering the form to a teacher, student services staff member (e.g., a school counselor) or to the principal.
2. At the **District** Level:
 - a. Completing a “Report of Bullying or Harassment” form and delivering the form to the office of the District Administrator; or
 - b. Pursuing a District-level complaint using the District’s student discrimination complaint procedures. When using these procedures, the complaint may be initially filed with the District’s designated Equal Educational Opportunities Compliance Officer.

A student or parent or guardian can choose the specific reporting method with which they are most comfortable. That is, any report/concern/incident(s) can be brought forward at the school level and/or at the District level. The specificity and clarity of the information (e.g., expressly identifying in connection with a verbal report that the issue concerns “bullying” and/or “harassment”) is likely to be more important than the particular method that is used to make the initial point of contact. To help avoid misunderstandings, the District strongly encourages students and parents and guardians to submit a written report using the District’s “Report of Bullying or Harassment” form any time they want to be sure that they are triggering the investigation and intervention steps outlined in related District procedures.

Regardless of the reporting method that is used, the District’s primary concern in any situation that involves the bullying or harassment of a student is for the safety and well-being of the victim/target, and it is the District’s goal to provide an adequate and appropriate response. Employees are directed to use their professional judgment to appropriately scale the nature of the District’s response to the nature of the specific incident(s)/concern(s).

Cross References: SR1-1; 1/2/15

Adoption Date: June 27, 2019

**Reporting Bullying/Harassment
Expectations and Procedures for District Employees**

411.1-Rule 2

Expectations for District Employees to Report Bullying or Harassment Involving Students

Any District employee who, in connection with his/her duties, witnesses or obtains credible knowledge of any incident of bullying or harassment of a student is expected to make a timely (usually same day) written report of the incident to the District Administrator in any of the following circumstances:

1. The employee knows or suspects that a student has been, or is being, subjected to any severe or repeated act(s) of bullying or harassment and believes that the incident(s) have caused, or are likely to cause, physical, emotional, or mental harm to the target/victim;
2. Any time the incident involves conduct by a District official, District employee, or other adult toward a student victim/target;
3. The conduct in question would clearly constitute prohibited harassment based on a student's legally-protected status;
4. Any time a person who is verbally reporting an incident or concern involving potential bullying or harassment expressly states that he/she wants the incident/concern to be documented;
5. If the employee knows that the incident reflects a continuation or escalation of prior bullying or harassment that has already been reported and that the bully-aggressor has already been expressly directed to cease; and
6. Any time an employee with knowledge of possible bullying or harassment concludes that he/she has (a) reasonable cause to suspect that a student has been (or is currently) subject to abuse or neglect, or (b) reason to believe that a student has been threatened with abuse or neglect and that abuse or neglect will occur (**IMPORTANT: Such an incident also triggers a duty to report the information to appropriate external legal authorities under state law**).

District employees may, in connection with their duties, witness or obtain credible knowledge of other incidents involving inappropriate conduct by or that is directed toward one or more students that may, or may not, also constitute bullying or harassment. For example, not all incidents of interpersonal conflict, teasing, name-calling, etc. amount to bullying or harassment. Provided that the employee is not required to report the matter pursuant to the paragraph immediately above, the District expects the employee to exercise reasonable judgment to determine (1) how to intervene to stop and address the inappropriate behavior; and (2) whether the incident should be further reported/documented.

In making such discretionary reporting decisions, an employee is expected to consider factors such as: (1) the extent to which the inappropriate behavior has stopped; (2) whether the incident appears to have been a relatively minor and isolated incident versus a severe or repeated behavior; and (3) the extent to which the victim/target, even if initially upset in the moment, does not appear to be substantially affected by the incident going forward. Employees are expected to:

1. Make efforts to be reasonably consistent in making such reporting decisions;
2. Follow any supervisory guidance that they may receive; and
3. Seek assistance from the appropriate building principal or from student services personnel whenever they encounter a concern with bullying or harassment where (a) the employee is unsure how to fully assess or otherwise handle the situation; or (b) the employee believes that his/her standard behavior management techniques and practices are inadequate to appropriately respond to the situation/concern.

SPECIAL PROVISION APPLICABLE TO HOURLY EMPLOYEES: Hourly employees who are not assigned responsibility for regularly managing student conduct or for determining how the District will respond to incidents of bullying or harassment should, as a default, contact their supervisor or the relevant building principal any time they have significant concerns about the bullying or harassment of any student(s). This paragraph does not mean that hourly staff should refrain from attempting to stop harmful behavior in any incident that is presently taking place.

Reporting Procedures:

A District employee that is making a written report of bullying or harassment under this rule is expected to submit the report to the District Administrator. The employee may use the District's building-level "Report of Bullying or Harassment" form. The employee should make an effort to confirm that the administrator received the report.

Cross-References: SR1-2; 1/2/15

Adoption Date: June 27, 2019

Responding to and Investigating Reports of Possible Bullying or Harassment Involving Students

Policy 411.1-Rule 3

A. General Expectations and Priority Actions

Whenever the District receives any report or complaint regarding alleged bullying or harassment of a student (whether written or verbal), or where any employee is otherwise addressing an incident, concern, or allegation that the employee understands to be related to possible bullying or harassment of a student, the highest-priority response measures are the following:

1. Intervening to attempt to stop harmful or inappropriate behavior in any incident that is presently taking place;
2. Taking steps to address concerns regarding any imminent threats or imminent harm; and
3. Identifying a teacher, administrator, or other licensed staff member who will make a personal contact with the student who has been clearly identified as a possible victim/target of bullying or harassment.

The District's further expectation is that employees will process written reports and formal complaints according to established procedures, and, more generally, appropriately scale the District's response to any report or complaint in a manner that reflects the known nature and severity of the specific incident(s)/concern(s). The District's response to any situation involving bullying or harassment should be adjusted any time the District determines that an initial response or attempted resolution has been ineffective.

B. Investigating a Written Report of Bullying or Harassment

The following procedures shall be used to process any clearly identified written report of possible bullying or harassment of a student that is received by the District, including most reports submitted using the District's "Report of Bullying or Harassment" form, but not including any report or complaint that is being separately processed under the District's formal student discrimination complaint procedure. Where any written report of bullying or harassment specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected status or classification (race, sex, sexual orientation, disability, etc.), the District reserves the right to divert the report for separate processing as a complaint under the District's student discrimination complaint procedures.

1. **Initial Screening.** Under the direction of a school administrator, each written "Report of Bullying or Harassment" will initially be screened by a licensed staff member to determine whether the report involves conduct that, if substantiated, could be a violation of the District's anti-bullying and anti-harassment policy. This step will

normally involve making an initial contact with the individual who submitted the report, as well as with each student who is an alleged target/victim.

- a. If the District, with the approval of a school administrator, determines that the report involves conduct that would not be a violation of the District's anti-bullying and anti-harassment policy, the issue may be diverted from these procedures for some other appropriate resolution. The individual filing the report and each known target/victim and his/her parent or guardian will be notified of such a decision, and they may, within 10 days of being notified, request reconsideration of the decision.
 - b. If the initial screening suggests that bullying or harassment may have occurred (or may be occurring), an administrator or designee will continue to process the report under these procedures.
 - (1) From this point forward, and regardless of who initially submitted the report, the District's primary point of contact regarding the report will be with each student who is an alleged target/victim and the student's parent or guardian.
 - (2) Nothing in the remainder of these procedures prevents an administrator, a target/victim, and the student's parent or guardian from mutually agreeing, at any time, to a resolution of a report of bullying or harassment that is satisfactory to all parties, even though it departs from these procedures. Such an alternative resolution shall be documented in the District's records. However, no administrator shall approve a resolution that he/she determines (a) does not adequately address the matter, or (b) may jeopardize any person's safety.
2. **Post-Screening Investigation.** When any report of bullying or harassment is investigated beyond the initial screening stage, the investigation shall be conducted by an administrator or by a licensed staff member acting under the direction of an administrator, unless the District Administrator engages an independent outside party to conduct the investigation.
- a. The investigation shall be conducted by a person who the District determines is not identified as a person who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.
 - b. The investigator shall ensure that the person who filed the report and any student who has been identified as an alleged victim/target has had an opportunity to present relevant information or other evidence.
 - c. Prior to making and issuing any determination that a report of bullying or harassment has been substantiated, the investigator shall (unless the student is unavailable to the District) provide any accused bully/aggressor who has been identified with an opportunity to respond to the allegations and to present relevant information or other evidence.

- d. Nothing in these procedures prevents the District from implementing interim responsive measures (e.g., pending completion of an investigation) that are intended to address any person's safety and well-being, prevent continuation or escalation of a conflict, or prevent disruption to a student's education or within any school environment.
3. **Administrative Determination.** Following the completion of the investigation described in Step 2, the person who conducted the investigation (if someone other than the principal or District Administrator) shall consult with the principal or the District Administrator, and the administration will determine whether any bullying, harassment, or other violation of District policies or school rules has been substantiated.
 - a. The District will notify each student (and his/her parent or guardian) who was identified as an alleged target/victim of the extent to which the District determined that the student has (or has not) been subjected to bullying or harassment in violation of Board policy.
 - b. The District will notify each student (and his/her parent or guardian) who was identified as an alleged bully/aggressor of the extent to which the District determined (if at all) that the student engaged in bullying, harassment, or other conduct prohibited by Board policy or school rules. The appropriate entries documenting any violation(s) will be made in the student's behavioral records.
4. **Request for Reconsideration of the Administrative Determination.** Any student, or any parent or guardian of the student, who is an alleged target/victim or an alleged bully/aggressor and who disagrees with the administration's decision in the matter may, within 10 calendar days of being notified of the administration's decision, file a written request for reconsideration with the office of the District Administrator. Unless additional time is needed to conduct further investigation or to evaluate new information, the District Administrator shall normally respond to the request for reconsideration within 10 calendar days.
5. **Optional Appeal to the School Board.** Any student, or any parent or guardian of the student, who is an alleged target/victim or an alleged bully/aggressor and who disagrees with the District Administrator's resolution upon reconsideration may treat the District Administrator's decision as the District's final decision or submit an appeal to the School Board. Any appeal to the Board shall be filed in care of the School Board Clerk at the Office of the District Administrator within 10 calendar days of receipt of the District Administrator's decision, and the request shall state the reasons the decision is being appealed. The Board will provide a response to the appeal, which may or may not involve a meeting with the relevant parties and/or further investigation.
6. **Appeal to DPI in Limited Cases.** Where any written "Report of Bullying or Harassment" investigated under these procedures specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected classification (e.g., race,

sex, sexual orientation, disability, etc.), the complaining party may appeal any negative final decision of the District to the State Superintendent of Public Instruction. Accordingly, in such cases, notice of a negative determination issued to the complainant by the District Administrator upon reconsideration or (if applicable) by the Board shall include notice to the complainant that the District's determination may be appealed to the State Superintendent in writing within 30 days using the procedures identified in Chapter PI 1 of the Wisconsin Administrative Code.

II. DISTRICT INTERVENTIONS FOLLOWING REPORTS AND SUBSTANTIATED INCIDENTS OF BULLYING OR HARASSMENT INVOLVING STUDENTS

A. Supporting a Student Who Expresses Concerns or Fears Related to Bullying or Harassment

In some situations, an investigation may be unable to substantiate a particular incident, unable to identify any or all students who may have been involved in a particular incident, or result in a finding that away-from-school conduct cannot be investigated as a District matter. However, a substantiated incident is not a pre-requisite to providing supportive interventions on behalf of a student who expresses concerns or fears related to bullying or harassment. Any time the District is working with a student and/or his/her parent or guardian surrounding concerns with bullying or harassment, staff may explore the extent to which on-going monitoring, counseling, or other supportive measures may be useful and appropriate.

B. Supporting a Student Victim Following a Substantiated Incident of Bullying or Harassment

Following any substantiated incident of bullying or harassment involving a student victim, the **District Administrator** shall specify in writing for the student and his/her parent or guardian the victim-focused interventions that the District intends to implement. Examples of possible interventions and responses include:

- Establishing clear points of contact if the student, or the student's parent or guardian, has ongoing or new concerns, if any issues concerning retaliation arise, etc.;
- Establishing date(s) by which a designated staff member will initiate follow-up contact with the student and/or the parent or guardian;
- Involving/notifying additional school staff;
- Monitoring particular situations/settings;
- Providing student services (e.g., counseling);
- Establishing and implementing specific safety plans.

C. Accountability for Students Who Have Engaged in Bullying or Harassment

If the District issues a determination under these procedures that a student has engaged in conduct that constitutes bullying or harassment in violation of Board policy, the **District Administrator** shall specify in writing for the student and his/her parent or guardian (1) any school-related consequences that the District is imposing on the student; and/or (2)

any other interventions that the District intends to implement to promote positive changes in the student's interpersonal skills, communication skills, socio-emotional development (e.g. his/her capacity to demonstrate empathy for others) and/or general behavior moving forward.

Examples of possible school-related consequences include: loss or suspension of privileges, detention, in-school suspension, out-of-school suspension, and expulsion from school.

Examples of other possible interventions include:

- Holding meetings involving the student and his/her parent or guardian which cover issues such as ensuring that the student understands (a) the consequences and impact of his/her past behavior; (b) how the District defines bullying and harassment; (c) the possible consequences for future violations of the District's behavioral expectations; and (d) that any type of retaliation related to the incident is prohibited and would be a serious offense;
- Establishing date(s) by which a designated staff member will initiate follow-up contact with the student and/or the parent or guardian;
- Providing student services (e.g., counseling);
- Interventions intended to identify/address potential underlying causes of the behavior and teach new skills;
- Referring the student's parent or guardian to available community services, non-District counseling, etc.

Nothing in these procedures prevents District staff from involving or referring a matter to law enforcement where a student's conduct may have violated one or more laws or where safety interests indicate that such involvement is appropriate.

D. Enhancing School Climate and Building All Students' Awareness and Skills

The District's goals include creating a culture in which bullying and harassment are not tolerated, in which students are supported and encouraged to report concerns with possible harassment or bullying, and in which students build skills that enable them to assist peers who are harassed or bullied. Accordingly, anti-bullying and anti-harassment efforts have an on-going instructional component for all students, which will not necessarily be associated with any particular incident. However, it is also possible that certain incidents or observed patterns of conduct may cause the District to implement a group-based, class-wide, or school-wide intervention measure that is intended to enhance student awareness, communicate particular concerns, identify and promote desired behaviors, and/or to improve the class or school climate. However, the District will give due consideration to the privacy interests of, and potential negative consequences for, any individual students whenever such interventions are considered.

Cross References: SR1-3; 1/2/15

Adoption Date: June 27, 2019

Board Guidelines for Bullying and Harassment Procedures

Policy 411.1-Rule 4

The Board believes that bullying and harassment are complex school and community issues that have harmful consequences, first and foremost, for those individuals who are the victims of the behavior; but bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community. Accordingly, the Board directs the administration to ensure that the District's schools are taking active steps, directed toward both students and staff, surrounding bullying and harassment awareness, prevention, and intervention/response.

While there are often challenges associated with appropriately identifying, assessing, and responding to incidents of bullying and harassment, the District's procedures, services, and communications related to bullying and harassment shall take the following positions of the Board into consideration:

1. The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the totality of the known circumstances. No single, pre-defined response is appropriate for all circumstances. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.
2. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents and guardians affected by a serious situation (a) clearly identify the severity and totality of the circumstances of the situation to a teacher or administrator; and (b) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.
3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is generally less important than identifying the behavior as inappropriate and taking action to address the behavior. However, where any written complaint or written report of bullying or harassment specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected classification, the District shall treat its final determination as appealable to the State Superintendent of Public Instruction.

Information/Notice

1. Students and parents and guardians shall be informed annually of relevant portions of the District's anti-bullying and anti-harassment policy and the related complaint/reporting procedures through the Student Handbook.

2. The District will also provide a copy of the anti-bullying and anti-harassment policy and the related complaint/reporting procedures to any person who requests it.
3. A reference to the District's anti-bullying and anti-harassment policy and the related procedures shall also be included in the District's Employee Handbook.

Annual Report

The District's Equal Educational Opportunities Compliance Officer shall keep data on the number and types of student-related incidents of bullying and harassment that are the subject of a written report/complaint. The Compliance Officer shall create an end-of-year annual summary report of such incidents (not including any personally-identifiable student information) to assist with the District's evaluation of its efforts to address bullying and harassment in the schools.

Cross References: SR1-4; 1/2/15

Adoption Date: June 27, 2019

Report of Bullying or Harassment Form 411.1-Exhibit

Report of Bullying or Harassment (Any person with knowledge or concerns related to the possible bullying or harassment of a student may report the issue using this form.)										
1. Print the name of the person who is submitting this report: _____	2. Today's Date: _____									
3. The person submitting the report is a: <input type="checkbox"/> Student in grade _____ <input type="checkbox"/> Parent/Guardian of _____ <input type="checkbox"/> School District Employee <input type="checkbox"/> Other: _____	4. The person submitting the report is (check all that apply): <input type="checkbox"/> A victim/target of bullying or harassment <input type="checkbox"/> Someone who saw what happened to someone else <input type="checkbox"/> Someone who has heard what happened to someone else <input type="checkbox"/> Other: _____									
5. WHO is being bullied or harassed? (Please provide names(s) and grade(s) of each student you can identify as a possible victim/target.) 6. WHO is bullying or harassing the people listed above? <input type="checkbox"/> Other student(s): _____ <input type="checkbox"/> School employee(s): _____ <input type="checkbox"/> Someone else: _____										
7. Describe what happened (or what is happening if the concern involves ongoing behavior) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">WHAT happened (describe separate incidents separately)?</td> <td style="width: 33%;">WHERE did it happen?</td> <td style="width: 33%;">WHEN did it happen?</td> </tr> <tr> <td>1) _____</td> <td></td> <td></td> </tr> <tr> <td>2) _____</td> <td></td> <td></td> </tr> </table> Please list additional incidents, or provide additional detail on the back (or by using attached sheets of paper) if needed.		WHAT happened (describe separate incidents separately)?	WHERE did it happen?	WHEN did it happen?	1) _____			2) _____		
WHAT happened (describe separate incidents separately)?	WHERE did it happen?	WHEN did it happen?								
1) _____										
2) _____										
8. Is the problem over now, or is it likely to continue? <input type="checkbox"/> It seems like it is over for now, but I'm still concerned. <input type="checkbox"/> It is continuing, or seems very likely to continue. 9. Does this complaint allege a violation of law or District policy that is based upon, or that has occurred because of, any individual's legally-protected status (e.g., race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability)? <input type="checkbox"/> No. It doesn't seem connected to any of those categories. <input type="checkbox"/> Yes. List <u>each</u> protected status/category that you feel is relevant to the allegations made in this complaint: _____ _____	10. To your knowledge and in relation to this complaint, <u>is anyone's health or safety in imminent danger</u> such that you believe <u>immediate</u> action is needed to alleviate that danger? <input type="checkbox"/> No. <input type="checkbox"/> Yes. Please identify WHO may be in danger and WHY : _____ _____ Has anyone contacted law enforcement? <input type="checkbox"/> No. <input type="checkbox"/> Yes. Who? _____									
11. Please sign and date this form (for reports submitted by multiple people, please submit separate forms or add an additional signature page). Your signature is your assurance that the information provided in/with this report is complete and accurate to the best of your knowledge. Intentionally providing false information is a serious violation. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-top: 1px solid black;">Signature</td> <td style="width: 50%; border-top: 1px solid black;">Date</td> </tr> </table>		Signature	Date							
Signature	Date									

Please Submit this Report DIRECTLY to the
Building Principal, to a Guidance Counselor, or to a Teacher

Use this Space to Provide Any Additional Detail that You Wish to Provide

Lines below are for School District OFFICE USE ONLY

1. Identify the name and title of the person who received this form on behalf of the School District, and identify the date of receipt :		
<hr/>		
Name	Title	Date of Receipt by the District
2. Identify the method of receipt: <input type="checkbox"/> Hand delivery <input type="checkbox"/> U.S. mail <input type="checkbox"/> Email <input type="checkbox"/> Inter-office mail <input type="checkbox"/> Other _____		3. By number, identify the items on this form (if any) which were <u>blank</u> or clearly incomplete at the time the form was initially filed with the District:
4. Identify the supervisor(s) or administrator(s) who have been notified of the District's receipt of this report as of the date of receipt:		5. Identify the supervisor or administrator who is assigned primary responsibility for ensuring this report is processed appropriately:
6. Other information the District wishes to document related to the receipt of this complaint:		

Cross References: Exh 1; 9/4/13

Adoption Date: June 27, 2019

Procedures for Enrollment and Placement of Homeless Children and Youths

411.2-Rule

A. Admission and Placement of Homeless Child or Youth

When a homeless child or youth seeks enrollment in the District, these procedures shall be followed:

1. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is (a) unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency or other documentation, or (b) has missed application or enrollment deadlines during periods of homelessness. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth needs to obtain immunizations or screenings, or immunization or other health records, the enrolling school shall immediately refer the parent or guardian or the unaccompanied homeless youth to the District's liaison for homeless children and youths, who is expected to assist in obtaining the necessary records.
2. The homeless child/youth shall be placed in an appropriate grade level by the building principal or designee, using the same procedures that are used for placing non-homeless children and youths attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
3. Upon a determination of school placement, the District shall evaluate the transportation arrangements for the homeless child/youth in light of applicable legal requirements.
4. Once enrolled, homeless children/youths shall have all the rights and privileges of non-homeless children attending school in the District and shall be subject to the same school rules and regulations.

B. Eligibility or Enrollment Disputes

1. If a dispute arises over eligibility or enrollment in a school, the District's liaison for homeless children and youths shall be contacted and he/she shall attempt to resolve the dispute as expeditiously as possible. The parent(s) or guardian or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction. Appeals involving homeless issues shall be filed and processed in accordance with the complaint resolution process outlined in Chapter PI 1 of the Wisconsin Administrative Code.
2. The homeless child or youth shall be immediately enrolled in the school in which the enrollment is sought, pending final resolution of the dispute, including all available appeals.

Cross Reference: SR1; 12/16/16
Adoption Date: June 27, 2019

Procedures for Providing Transportation for Children in Out-of-Home Care (Foster Care)

411.3-Rule

The District recognizes that in the absence of any separate state or federal transportation obligation that may apply in a specific situation, the federal law related to the educational stability of children in foster care establishes transportation-related obligations that are shared among the school district of residence, the school district of attendance (if different), and the applicable child welfare agencies.

When a child in foster care who resides in the District may require transportation to a school of origin that is located outside of the District, a representative of the relevant child welfare agency, a representative of the school of origin, or the child's agency-designated foster parent or adult caregiver should notify the District as soon as practicable if there is a need to involve the District in the transportation planning process. Notice may be given in writing or verbally directly to the District's designated point of contact for the education of children in foster care, or in writing to the applicable building principal. Upon receiving notice, the District's designated point of contact for the education of children in foster care, or his/her designee, will participate in the transportation planning process for the child. Subject to any written agreements with the other agencies that are involved in the transportation planning, the District shall seek the development of a written transportation plan that includes substantially the same provisions and approvals as the plans that the District pursues when the child's school of origin is located in the District (see below).

When a child in foster care is entitled to transportation to the child's school of origin and the school of origin is a District school, the District's procedures for arranging such transportation are as follows:

A. Transportation Planning

1. A representative of the relevant child welfare agency or the child's agency-designated foster parent or adult caregiver should give clear notice to the District, as soon as practicable, that a child in foster care needs, or may need, transportation to a District school that is the child's school of origin. Such notice may be given in writing or verbally directly to the District's designated point of contact for the education of children in foster care, or in writing to the applicable building principal.
2. After the District receives notice of a new or pending foster care placement for which a District school would be considered the child's school of origin and for which the child needs or may need transportation, the District will promptly begin the process of establishing an individualized transportation plan. The transportation plan for the child shall be established in consultation with appropriate District staff, appropriate representatives of the child welfare agency (such as the child's caseworker), representatives of any separate resident school district (if applicable), and may also include obtaining input from others who may be involved in education or other decision-making for the child, such as the foster parent or other designated caregiver.

3. The transportation plan for the child will normally be in writing and will normally include the following information:
 - a. A transportation strategy for providing transportation to and from the school of origin on school days, inclusive of identifying:
 - the mode(s) or method(s) of transportation,
 - the person or entity responsible for providing the transportation, and
 - if applicable, the person or entity who is responsible for making any specific arrangements that are necessary to the implementation of any method or mode of transportation.
 - b. To the extent applicable, a description of how the child's school-related transportation will be funded, particularly when the planned transportation involves additional costs as defined under applicable laws and regulations.
 - c. Identification of any further approvals that must be obtained or any contracts or intergovernmental agreements that must be executed in order to implement the transportation plan (e.g., for purposes of funding).
 - d. A communication protocol that the District, representatives of the applicable child welfare agency, and other relevant persons (such as the child's foster parent) will use in order to address questions, concerns or changes in placement.

B. Transportation Strategies

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

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

C. Funding for Providing Transportation if Additional Costs Are Involved

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

Cross References: SR2; 5/26/17

Adoption Date: June 27, 2019

Sales and Solicitations on School Property

Policy 850

Except as provided in this policy or by another Board policy, no person may sell or promote the sale of goods or services on school district property, including property to which the District controls access when such property is temporarily being used for District operations or for a District-sponsored purpose.

Further, pursuant to state law, it is unlawful at all times and without any exception for any District employee to receive for his/her personal benefit anything of value from any person other than the District to sell, promote the sale of or act as an agent or solicitor for the sale of any goods or services to any student while on District property or at a District-sponsored activity.

All fundraising must be done in accordance with Policy 374, Policy 662.1 and, if applicable, the Cochrane-Fountain City School District Activity Accounts Manual.

The following are authorized exceptions to the above-stated general prohibition against the sale of goods or services and against the promotion/solicitation of such sales:

1. When approved in advance by the school administration, sales (or promotions of sales) of goods or services by students, student groups, employees, or others for a school-related or educational purpose.
2. Other District-approved fundraising activities which do not involve the sale of goods or services.
3. Event concessions and the sale of food and beverages through the District's school meal program.
4. To the extent consistent with any applicable mandatory federal nutrition requirements, the District-approved sale of food and beverages outside of the school meal program, including District-approved vending arrangements.
5. Administratively-approved paid advertising for goods and services within any District-sponsored publication/media that regularly accepts and publishes paid advertisements as a means of financial support. All such advertising is subject to administratively-established standards intended to foster an educationally-appropriate, safe, and nondiscriminatory atmosphere.
6. A person who, in advance, has made an appointment to meet with one or more District employees for the purpose of discussing the sale, or possible sale, of goods or services to the District. All third-party entities and individuals seeking to sell goods or services to the District are expected to obtain advance authorization from an administrator or supervisory-level employee before contacting any non-administrative and non-supervisory employee with whom which the seller has no pre-existing business relationship.
7. Sales and the promotion of sales pursuant to a third-party's pre-approved facilities use agreement with the District, during the time that the third-party is using District facilities for the approved purpose.

8. When property that is neither owned nor leased by the District is temporarily being used for District operations or for a District-sponsored purpose, any sales or promotional authority that has been reserved by the owner or operator of such property.
9. In a manner authorized in advance by the District Administrator, an employee's incidental and occasional sale (or promotion of the sale of) of property, goods, or services to other District employees, provided that such activity does not interfere with District operations or with any employee's work-related responsibilities. As an example, the District Administrator may permit employees to place notices of items of personal property that are for sale on a bulletin board that is located in a staff lounge.
10. Any other sales or promotion activity that the District Administrator or an administrative-level designee has approved in advance. However, the administration shall not approve any such activity directed toward sales to students or their parents or guardians that lacks a clear school-related or educational purpose.
11. Any other sales or promotion activity that has been approved in advance by the School Board. All commercial advertising of goods and services on school property that is not otherwise addressed in this policy and for which there is no clear school-related or educational purpose requires the advance approval of the Board.

Legal References:

Wisconsin Statutes

Section 118.12 [sale of goods and services at schools]

Section 175.10 [sales to employees prohibited]

Federal Laws

Healthy, Hunger-Free Kids Act of 2010 [school wellness policy requirements, including requirements related to food sold during the school day]

"Smart Snacks" Rule [minimum nutrition standards for all foods sold outside of the school meal program during the school day]

Cross References: SP1; 7/16/14

-Policy 374 and 662.1C

-Cochrane-Fountain City School District Activity Accounts Manual

Adoption Date: June 27, 2019