

BOARD OF EDUCATION
COCHRANE-FOUNTAIN CITY SCHOOL DISTRICT
Policy Committee – Policies to Consider
May 15, 2019

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Grading Systems

Policy 345.1

The basic grading/reporting system shall be reasonably uniform among the high school grades and within each grade level (or any grade-level grouping that may be identified) below the high school program. Alternative education programs may use a grading and reporting system unique to the needs and structure of the program/school. In addition, this paragraph shall not be interpreted to prohibit the piloting of possible changes to a District grading/reporting system when approved by the School Board.

The District's overall system of grading and progress reporting should reflect both the evaluation of each student's demonstrated achievement compared to established academic standards, benchmarks, and learning goals, as well as (particularly in the younger grades and for any student who may be struggling academically) an evaluation of how the student is progressing as an individual learner (e.g., effort, work habits, and period-over-period growth).

The administration shall ensure that appropriate staff orientation and professional development opportunities are available to promote teachers' shared understanding of the relevant grading and reporting system(s) and teachers' consistent implementation of the system(s).

The Board's expectations for the District's teachers in connection with grading and progress reporting include the following:

1. In a manner appropriate to the developmental level of the students, teachers are expected to inform students of the general criteria used for grading/evaluation in their classes at the beginning of the relevant school year, course, or grading period.
2. Subject to administrative oversight and subject to any established standards within the applicable grading system, teachers may assign different weight to tests, projects, homework, and other assignments/activities that demonstrate a student's learning, progress, and skills.
3. During the relevant instructional period, teachers are expected to provide students with reasonably prompt and specific feedback regarding assignments, projects, tests, etc.
4. Teachers shall maintain adequate records of the basis for any summative, composite grade(s) that are issued at the end of a grading period.
5. Teachers are expected to use grades, assessments, and other measures of learning as a tool in their ongoing communication with students and students' parents and guardians in regard to each student's academic progress and the planning of each student's overall educational program.
6. The Board recognizes that the District's grading systems allow for subjective elements, and subjective elements may be unavoidable in connection with particular courses, subjects, or

skills. However, the Board expects teachers to conduct all student assessment and evaluation using sound methodologies and without bias or partiality.

In the event a student, parent or guardian challenges a grade, the final decision with respect to such a challenge lies with the teacher, who may consult with and receive guidance as needed from school administration.

At least as often as parents and guardians of students who do not have an identified disability are informed of their child's academic progress, teachers and other educators shall inform parents and guardians of students with disabilities of their child's academic progress. In addition, teachers and other educators shall communicate with the parents and guardians of a student with a disability in an appropriate and timely manner regarding the student's progress toward the annual goals outlined in the child's individualized education program (IEP).

The District shall not unlawfully discriminate in the methods, practices and materials used for evaluating students 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 materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

- Section 115.38(1) [school performance reports; indicators of academic achievement]
- Section 115.385(4) [school accountability reporting to parents/guardians]
- Section 115.787 [required components of IEPs for students with disabilities]
- Section 118.13 [student nondiscrimination]
- Section 120.12(2) [board duty; advise regarding instruction and student progress]
- Section 120.13(1) [board power; make rules for organization and gradation of schools]

Wisconsin Administrative Code

- PI 9.03(1) [student nondiscrimination in student evaluation/testing policies]
- PI 26.03(1)(b)1 [academic and career planning services for students, including requirement to update parents/guardians on the progress of their child's planning]
- HEA 9.05(2) [high school grading policy required]

Federal Laws

- Elementary and Secondary Education Act [Part A - Subpart 1] [includes reporting student assessment, academic achievement and academic growth data to parents/guardians, and school accountability reporting]

Cross References: SP1; 4/13/18

Adoption Date: May 15, 2019

School Counseling Program

Policy 364

A comprehensive and sequential program of developmentally-based school counseling services shall be maintained in grades kindergarten through 12 in the District. The broad program components shall include a school counseling curriculum, individual student planning services, responsive services, and system support services (e.g., planned opportunities for professional development, consultation, and collaboration). Methods of delivery can include, but are not limited to, individual counseling, small group counseling, parent/child academic planning sessions and referrals to outside services, where appropriate.

School counseling services shall be planned and provided by District school counselors in conjunction with supervising administrators and other licensed staff. Staff members involved in planning these services shall involve and seek the input of students, parents and guardians, and other community members or entities, as appropriate, whose perspectives and insights will help to improve the District's programs and services.

The school counseling program and services shall be integrated with the District's Academic and Career Planning services at all appropriate grade levels. School counselors shall have an integral role in delivering Academic and Career Planning services and be represented on District-level and building level Academic and Career Planning leadership teams.

The general goals and functions of the District's school counseling program, which shall be reflected in a Board-approved plan for such services, shall be:

1. Personal and social development, including the following:
 - a. Assist students in developing a better understanding and acceptance of themselves, including knowledge of their strengths and weaknesses, aptitudes, needs, interests and worth as unique individuals.
 - b. Assist students in developing skills needed to initiate and maintain positive interpersonal relationships.
 - c. Assist students in developing problem-solving and decision-making skills.
 - d. Assist students and their parents and guardians with individual concerns, problems, or situations that, even if not directly related to the curriculum and a student's academic progress, affect the student's readiness to learn and his/her ability to be successful in school.
2. Academic development and planning, including the following:

- a. Assist students in understanding educational requirements and options. (Grade level scheduling in grades 8-11 each Spring. Junior conferences in the fall with students and parents/guardians).
 - b. Assist students in understanding and resolving educational difficulties.
 - c. Assist students in accepting increased responsibility for their educational and life-planning goals.
3. Career development and planning, including the following:
- a. Assist students by helping them develop positive work traits.
 - b. Assist students in exploring various career options.
 - c. Assist students in identifying and developing career interests.
 - d. Assist students in learning career decision-making and goal-setting skills.

Staff members who provide school counseling services and other staff who work collaboratively with school counselors are expected to appropriately maintain the confidentiality of information they receive from students and from student record information in accordance with applicable legal requirements and the District's student records policy and procedures. However, such staff are also expected to avoid making express commitments to students regarding the degree and extent to which ongoing and complete confidentiality can be assured if applicable laws, regulations, District policies, or professional responsibilities could reasonably prevent the staff member from meeting the commitment.

The District shall not unlawfully discriminate in the methods, practices and materials used for guidance and counseling services for students on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

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| <u>Section 115.28(59)</u> | [academic and career planning] |
| <u>Section 118.01(2)(d)</u> | [educational program goals related to personal development] |
| <u>Section 118.125</u> | [maintenance and confidentiality of student records] |
| <u>Section 118.126</u> | [privileged communication about student alcohol and other drug problems] |
| <u>Section 118.295</u> | [liability exemption for suicide intervention] |

Section 121.02(1)(e) [school district standard; guidance and counseling services]

Wisconsin Administrative Code

PI 8.01(2)(e) [school district standard; guidance and counseling program requirements]

PI 9.03(1)(f) [requirement to address nondiscrimination in policy on guidance and counseling program]

PI 26 [education for employment regulations, including academic and career planning requirements]

Federal Laws and Regulations

Family Educational Rights and Privacy Act [federal student records law]

34 C.F.R. part 99 [U.S. Department of Education FERPA Regulations]

34 C.F.R. part 300[U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]

Cross References: SP1; 4/13/18

Adoption Date: May 15, 2019

Education of Homeless Children and Youths

Policy 411.2

Homeless children and youths residing in the District shall have equal access to the same free, appropriate public education as provided to other children and youths who reside in the District. They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners), gifted and talented programming, career and technical education programs, and school nutrition programs. A homeless child or youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

“Homeless children and youths” are defined as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes, but is not limited to, children and unaccompanied youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus stations, or similar settings. The term “unaccompanied youth” includes a youth not in the physical custody of a parent or guardian.

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

The District Administrator shall designate a staff member who shall serve as the District’s liaison for homeless children and youths. The District’s liaison for homeless children and youths will work with administrators and other District personnel to periodically review existing policies, procedures, practices, and data to identify and develop proposals to remedy and remove barriers that homeless children and youths may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services (such as guidance counselors), in accessing academic programs, academic activities, or extracurricular activities, or in receiving appropriate credit for prior academic work.

The District’s liaison for homeless children and youths will also ensure that:

1. Homeless children and youths residing in the District are identified by school personnel through outreach and coordination activities with other entities and agencies. Special attention will be given to the enrollment and attendance of homeless children and youths who are not currently attending school.

2. Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in schools in the District.
3. Homeless families and homeless children and youths have access to and receive educational services for which they are eligible, including services through Head Start, early intervention services under laws applicable to students with disabilities, and other preschool programs.
4. Homeless families and homeless children and youths receive referrals to other appropriate services (e.g., health care services, dental health services, mental health and substance abuse services, housing services).
5. The parent or guardian of a homeless child and any unaccompanied homeless youth are informed of the educational and related opportunities available to them, and are provided with meaningful opportunities to participate in the education of the child/youth.
6. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, such as the schools, public libraries and family shelters. The notice shall be disseminated in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.
7. Enrollment disputes are mediated in accordance with legal requirements.
8. The parent or guardian of a homeless child and any unaccompanied homeless youth are fully informed of transportation services that may be available to them under the law and they are assisted in accessing such transportation services.
9. School personnel providing services to homeless children and youths receive professional development and other support. The liaison for homeless children and youths will also receive and participate in professional development and other support activities as required by the Department of Public Instruction, the District and federal law.
10. Unaccompanied homeless youths are: (a) enrolled in school, (b) have opportunities to meet the same challenging academic standards as the District establishes for other children and youths, including receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, and, (c) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vy) and that they may obtain assistance from the District's liaison for homeless children and youths to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act.
11. Appropriate school personnel assist homeless children and youths with their educational transitions (e.g., from early childhood to elementary school, elementary school to middle school/junior high school, middle/junior high school to high school, and from high school to post-secondary options).

12. The District's Title I plan describes the services the District will provide homeless children and youths to support the enrollment, attendance and success of homeless children and youths.
13. Reliable, valid, and comprehensive data needed to meet the established legal requirements related to homeless children and youths is collected, reported to the public, and provided to the State Coordinator for the Education of Homeless Children and Youths.
14. School personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths are informed about the liaison's duties.

Legal References:

Wisconsin Administrative Code

PI 1 [Department of Public Instruction complaint resolution and appeals process; to be used in dealing with disputes involving homeless issues]

Federal Laws

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

Title I, Part A of the Elementary and Secondary Education Act [20 U.S.C. § 6312] [local educational agency plan requirements, including plan requirements related to homeless children and youths]

Cross References: SP1; 12/6/16

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Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care)

Policy 411.3

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

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

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

The District Administrator shall designate a staff member who shall serve as the District’s primary point of contact for the education of children in foster care. The District’s designated point of contact will be the primary liaison for the representatives of child welfare agencies who also have responsibility for ensuring the educational stability of children in foster care.

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

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

1. Coordinate with the points of contact and other appropriate representatives of child welfare agencies and of other educational agencies on the implementation of the Title I provisions related to ensuring the educational stability of children in foster care.
2. Assist appropriate child welfare agency representatives in making “best interest of the child” education decisions, including particularly the determination of whether or not it is

in a child's best interest to remain in his/her school of origin or to enroll in a new school. As examples, the District's point of contact may (a) be involved in defining a process for making such decisions; (b) coordinate input from, or other participation by, other District staff; and (c) make, or assist in making, the District's evaluation of the available and relevant information in a specific case. The determination of a child's best interest in relation to school enrollment involves giving consideration to all factors relating to a child's best interest, including but not limited to the appropriateness of the current educational setting and the proximity of the child's placement to the school(s).

3. Facilitate the continued enrollment of a child in foster care in his/her school of origin; or, if remaining in the school of origin is determined not to be in the child's best interest, facilitate the child's immediate enrollment in a new school even if the child is unable to produce records normally required for enrollment.
4. Request, facilitate, and confirm, as applicable, the timely transfer of student records any time a child in foster care will be enrolling in a school (within or outside of the District) other than the school the child is currently attending (or most recently attended).
5. Coordinate the implementation of local transportation procedures related to children in foster care and the resolution of any transportation cost disputes, in consultation with the District Administrator and in accordance with established procedures.
6. Facilitate the sharing of student record information with child welfare agency personnel in a manner that is consistent with applicable legal requirements, any applicable record sharing agreements, and established District policies and procedures regarding the maintenance and confidentiality of student records.
7. Have shared responsibility for ensuring that children in foster care attending schools in the District have access to and receive the educational services and supports and specialized programming for which they are eligible.
8. Working with administrators and other District staff as needed, coordinate the collection and appropriate reporting of any data that is needed to meet the established legal requirements related to children in foster in care.
9. Monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies, including the U.S. Department of Education, the Wisconsin Department of Children and Families, the Department of Public Instruction, and the DPI's State Coordinator for the Education of Children in Foster Care.

Legal References:

Wisconsin Statutes

Section 48.38(4)

[requirements of what must be included in child placed in out-of-home care's permanency (case) plan, including information about the child's education and school placement]

- Section 48.383 [reasonable and prudent parent standard; authorizes foster parents and other out-of-home caregivers to consent to a child’s participation in extracurricular and other designated activities]
- Section 48.64(1r) [child welfare agency notification of placement of school-age child in foster care]
- Section 48.78 [confidentiality of records maintained by child welfare agencies; includes a provision allowing for the confidential exchange of information between the agency and a public school consistent with section 938.78 of the state statutes]
- Section 115.298(1)(b) [school board authority to enter into memorandum of understanding with a county department of social services/human services or tribal organization to disclose information contained in student records under section 118.125(2)(q) of the state statutes when the parent/guardian of a student or an adult student does not grant permission for disclosure]
- Section 118.125(2)(q) [access to student records by caseworker, county departments of social services/human services and tribal organizations if legally responsible for care and protection of the student and authorized to have access to the student’s case plan]
- Section 938.78 [confidentiality of records maintained by a child welfare agency; includes authority to enter into interagency agreement with a school board for the confidential exchange of information regarding an individual in the care or legal custody of the agency]

Federal Laws

- Title I, Part A of the Elementary and Secondary Education Act [20 U.S.C. §6311(g)(1)E and §6312(c)(5) - educational agency requirements related to ensuring the educational stability of children in foster care]
- Title IV of the Social Security Act [42 U.S.C. §671(a)(10) and § 675(1)(G) - child welfare agency requirements related to supporting normalcy for children in foster care and ensuring the educational stability of children in foster care]

Cross References: SP1; 11/16/16

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Full-Time Student

Policy 412.1

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

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

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

Whether and to what extent the District is permitted to include a student in the District's various membership counts for school finance purposes is not determined exclusively by their status as a full-time student as defined within this policy. However, this policy's definition of full-time student shall apply to the membership count process to the extent that (1) a District-based

determination of full-time status is relevant to the membership count process, and (2) the District is financially responsible for the student's educational program. This policy shall not be interpreted in a manner that would prevent the District from including a student in its membership count where state law and related Department of Public Instruction procedures clearly permit inclusion (for example, where the student is a resident student attending public school in another school district under a District-paid tuition agreement, the full-time public school open enrollment law, or a tuition waiver under section 121.84(4) of the state statutes). Notwithstanding this policy, a student must additionally meet the full-time student definition and other eligibility requirements of the Wisconsin Interscholastic Athletics Association (WIAA) in order to participate on WIAA member school interscholastic athletic teams.

Legal References:

Wisconsin Statutes

<u>Section 38.12(14)</u>	[attendance at technical college]
<u>Section 115.28(7)(e)</u>	[alternative education programs]
<u>Section 115.787</u>	[individualized education programs for students with disabilities]
<u>Section 115.915</u>	[programs and services for school age parents]
<u>Section 118.14</u>	[age of students]
<u>Section 118.15(1)(c)</u>	[programs leading to high school graduation or high school equivalency diploma]
<u>Section 118.15(1)(d)</u>	[program or curriculum modifications]
<u>Section 118.153</u>	[programs for children at risk of not graduating from high school]
<u>Section 118.35</u>	[gifted and talented programs]
<u>Section 118.52</u>	[part-time open enrollment]
<u>Section 118.55</u>	[early college credit program]
<u>Section 118.56</u>	[work-based learning programs]
<u>Section 121.004(5)</u>	["membership" definition for purposes of reporting student membership count]
<u>Section 121.004(7)</u>	["pupils enrolled" for membership count purposes]
<u>Section 121.02(1)(f)</u>	[school district standards; minimum hours of direct student instruction]
<u>Section 121.05</u>	[budget and membership report]
<u>Section 121.90(1)</u>	["number of pupils enrolled" for revenue limit purposes]

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

Federal Laws

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

Cross References: SP1; 12/12/17

Adoption Date: May 15, 2019

Student Use and Possession of Weapons

Policy 443.6

This policy applies to all students of the District, regardless of age.

Weapons Prohibited

1. No student shall possess, use, store, transfer or make accessible to another person any weapon while the student is (a) at school or under the supervision of a school district authority, regardless of the student's location; (b) in any building or facility or on grounds or premises owned, occupied or controlled by the District, at any time; (c) in any District-owned vehicle or on any form of District-provided transportation, at any time; and/or (d) participating in or attending any District-sponsored program or activity.
2. No student, while not at school or while not under the supervision of a school authority, shall possess, use, store, transfer or make accessible to another person any weapon in a manner which (a) endangers the property, health or safety of others who are at school or under the supervision of a school authority; or (b) endangers the property, health or safety of any employee or School Board member of the District.
3. No student shall keep or store, or allow any other person to keep or store, a weapon in a vehicle at any time when the vehicle is located on school premises or on other property owned, occupied or controlled by the District.
4. No student shall falsely represent as a weapon anything that, although not actually a weapon, has (or has been given) the appearance of a weapon (e.g., to intimidate or threaten another person).

Exceptions to the Prohibitions Against Student Possession of Weapons

The prohibitions on weapons identified above do not apply in the following circumstances:

1. Where state or federal law prohibits a school district from restricting any student's right to possess or use any weapon in a location or at a time otherwise covered by this policy.
2. Where a weapon, other than a firearm, bomb, explosive or similar destructive device, has been approved by the building principal, in advance, for purposes of a specific demonstration or educational presentation, provided that the weapon shall be maintained in the possession of the principal except during the actual demonstration or presentation.
3. Where a firearm is possessed, used, stored, or transported off school premises while a student is participating in or attending a District-approved athletic activity that involves the use of firearms (i.e. trapshooting). However, in no event will school-owned vehicles be used to transport weapons.

4. Pursuant to any other exception that is consistent with applicable law and that is approved in advance by a motion of the Board.

In addition, it shall not be considered a violation of this policy for a student to possess or use a potentially dangerous object or substance, other than a firearm, destructive device or electric weapon, which might otherwise fit this policy's definition of a weapon or which might improperly be used as a weapon (e.g., certain knives, cutting instruments, equipment, or tools), provided that (1) the object or substance has been authorized or issued by the District; and (2) the object or substance is possessed and used exclusively for its limited and authorized purpose(s).

Definition

As used in this policy, the term "weapon" includes, but is not necessarily limited to, the following:

1. any firearm, including a starter gun, whether loaded or unloaded, assembled or unassembled, partial or complete;
2. any bomb, explosive, or similar destructive device;
3. any device which is designed, used or intended to be used to immobilize or incapacitate persons by the use of electric current;
4. any beebee or pellet-firing gun that expels a projectile through the force of air pressure;
5. any poisons or dangerous chemicals, including pepper spray;
6. any ammunition;
7. knives and other cutting instruments;
8. any device designed as a weapon and capable of producing death or great bodily harm;
9. any other object which, in the manner it is used or intended to be used, is calculated or likely to produce significant injury or bodily harm; or
10. any other device or object defined as a weapon by state or federal law.

Additional Student Responsibilities

Students are responsible for taking reasonable steps, in advance, to ensure that any item in their possession or control is not prohibited by this policy. Students who have questions about whether an item is covered by this policy, or whether a particular exception identified in this policy may apply in a specific context should contact the principal or the District Administrator.

A student who finds him/herself inadvertently in possession of a weapon in violation of this policy shall immediately surrender the weapon to a school staff member. An investigation will occur into the circumstances surrounding the possession and surrender of the weapon, and a decision will be made whether to discipline the student, or not, after a consultation between the principal and the District Administrator. If the weapon is surrendered before the student is discovered to be in possession of the weapon and before any incident or disturbance occurs involving the weapon, such factors shall weigh in favor of the student.

If any student has reason to believe that any student, District employee, volunteer, visitor or other person possesses, or has used or stored a weapon in violation of this policy or any other

District policy, the student should immediately report that belief to a teacher, building principal or other responsible adult. Any act of retaliation against a student who, in good faith, reports a possible violation of this policy or participates in the investigation of such a report is prohibited.

Sanctions for Violations

Any time school officials determine that a student has possessed or used any firearm, bomb, explosive or similar destructive device, or any other weapon while at school or while under the supervision of a school authority, an administrator shall refer the student and the incident to law enforcement or to another representative of the criminal or juvenile justice system. In situations involving a student's possession of a firearm, bomb, explosive or similar destructive device, an administrator shall also suspend the student and commence expulsion proceedings, and the Board shall expel the student from school for at least one year. The Board may modify this expulsion requirement on a case-by-case basis, provided that any such modification is documented in writing. In situations involving other weapons violations under this policy, the student shall be referred for potential disciplinary action, up to and including possible expulsion from school. Where applicable, the District may also impose sanctions under the school activity/athletic code. The requirements of this paragraph shall be construed and implemented in a manner that is consistent with the requirements of the Individuals with Disabilities Education Act.

Notices

Students shall be given notice of the conduct prohibited by this policy and the related student responsibilities via the Student Handbook.

Legal References:

Wisconsin Statutes

<u>Section 118.07</u>	[school safety plans]
<u>Section 118.31</u>	[use of reasonable force to obtain weapon]
<u>Section 120.13(1)(bm)</u>	[state law suspension mandate for possession of a firearm]
<u>Section 120.13(1)(c)2m</u>	[state law expulsion mandate for possession of a firearm]
<u>Section 120.13(1)(g)</u>	[board authority to modify expulsion mandate on case-by-case basis]
<u>Section 120.13(38)</u>	[board authority to permit hunting in the school forest]
<u>Section 175.32</u>	[mandatory reporting of threats of school violence]
<u>Section 941.295(1c)(a)</u>	[definition of "electric weapon"]
<u>Section 943.13</u>	[criminal trespass law, includes provisions related to carrying firearms]
<u>Section 948.60</u>	[possession of a dangerous weapon under 18 years of age]
<u>Section 948.605</u>	[gun-free schools zones]
<u>Section 948.61</u>	[dangerous weapons other than firearms on school premises]

Federal Laws

Gun-Free Schools Act [student possession of firearms prohibited; student referral to law enforcement/juvenile justice system required in policy]

18 U.S.C Sec. 921(a) [federal definition of “firearm” (including destructive devices) that is used within the Gun-Free Schools Act and within state law governing suspensions/expulsions for firearms - section 120.13(1)(c)(2m)]

Individuals with Disabilities Education Act [programs and services for students with disabilities; includes authority to order change of placement for weapons possession]

Cross References: SP1; 7/31/18

Adoption Date: May 15, 2019

Student Awards and Scholarships

Policy 460

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

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

The District shall not unlawfully discriminate in the acceptance or administration of awards, scholarships, or other aids, benefits, or services to students — including those from private agencies, organizations, or persons — on the basis of sex, 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 procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the District shall be in compliance with the above-stated policy of nondiscrimination.

Legal References:

Wisconsin Statutes

Section 39.41 [Wisconsin academic excellence higher education scholarship]

Section 39.415 [technical education higher education scholarship]

Section 118.13 [student nondiscrimination]

Wisconsin Administrative Code

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

HEA 9 [Wisconsin academic excellence scholarship rules]

Federal Law

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

Cross References: SP1; 8/2/18

Adoption Date: May 15, 2019

Procedures for Awarding the Wisconsin Academic Excellence Scholarship

461-Rule

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

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

1. The student must be considered a senior (16 or more credits in his/her fourth year of high school) and
2. The student must have been enrolled full-time in the District's high school for at least three complete semesters prior to the start of the spring semester in which the scholarship is awarded.

GPA: Scholarship recipients and alternates shall be selected annually based on the students' GPA as it is normally determined by the High School and as shown, to the same number of decimal places, on the student's official transcript as of the last day of the fall semester prior to the spring semester in which the scholarship is awarded. The following rules will be applied when determining GPA:

1. Students transferring from a school outside of Wisconsin must earn credits from a high school comparable to a school in Wisconsin that is eligible for the Academic Excellence Higher Educational Scholarship
2. Credits transferred for grade point computation must be from a public or private high school that would be eligible in Wisconsin to select a student for the Academic Excellence Higher Educational Scholarship.
3. All subjects for which a student has been enrolled and a grade has been issued, as indicated by the transcript, are included in the grade point average.
4. All grades are un-weighted.
5. Any pass/fail grades are not included in the GPA.

Alternates: If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the District's scholarship recipient shall be selected from the list of alternate designees with the next highest GPAs, in rank order.

Tie-Breakers: In the case of a tie for the senior with the highest grade point average (GPA) and/or in the case of a tie in determining the rank order of alternate designees, the school guidance counselor, in consultation with other licensed high school staff as needed, shall determine the scholarship nominee and certify, in rank order, the District's alternates. The following procedure, will be implemented to break ties:

1. If, at the time the winner is to be designated, one of the students has committed to attend a college in a state other than Wisconsin, the scholarship shall be awarded to the student who plans to attend a Wisconsin school;
2. If more than one of the students tied for the award plans to attend a Wisconsin school, the award will be given to the student with the highest ACT composite score (from an ACT test taken on or before June 30th of the summer between the students Junior and Senior years of high school);
3. If two or more students have the same ACT composite score, then the student with the highest total of the standard scores of the sub-tests will be selected as the recipient;
4. In the rare event that the standard scores of the sub tests are tied, a one-paged typed essay will be submitted to an academic committee organized by the school guidance counselor. The topic of the essay will be determined by the guidance counselor. The committee will selected a winner based upon the essay.

Cross Reference: SR1; 9/5/17

Adoption Date: May 15, 2019

Procedures for Awarding the Wisconsin Technical Excellence Scholarship

462-Rule

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives a Technical Excellence Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

The District's designation of its scholar(s) and alternates is not a final determination that the student has met, or will meet, all applicable requirements for receipt of the scholarship funds. If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the Wisconsin Higher Educational Aids Board (HEAB) may award the District's scholarship to a designated alternate recipient.

DESIGNATING SCHOLARS AND ALTERNATES

The District shall identify its Technical Excellence Scholarship designee(s) and alternate(s) using the following procedures:

1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, the Wisconsin Technical Excellence Scholarship Application (See 462 Exhibit 1).
2. The guidance counselor shall verify that each student who has submitted a timely application meets the mandatory scholarship eligibility requirements that are to be verified at the school level.
3. The school guidance counselor, in consultation with other licensed high school staff as needed, shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates using the HEAB ranking worksheet and guidelines (see 462 Exhibit 2), including applying tie-breaking procedures to the extent necessary.
4. If there are any ties in the number of points accumulated under the point-based ranking system, such ties shall be resolved through the tie-breaking procedures developed and adopted by representatives of the high school faculty.
5. The high school will designate and rank a group of alternates that is at least equal in number to the number of scholarships that the high school is permitted to award under these procedures.
6. The guidance counselor shall be responsible for ensuring that the District timely designates and notifies the HEAB of the District's scholars and alternates.

DISTRICT REQUIREMENTS DETERMINING WHEN A STUDENT MAY COMPETE FOR THE SCHOLARSHIP

Applicants must be considered a senior (16 or more credits in his/her fourth year of high school) and have been enrolled as a full time student for three consecutive semesters prior to nomination for the scholarship.

HIGH SCHOOL GRADING POLICY

The District has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Technical Excellence Scholarship. To the extent it is necessary to calculate a student's overall grade point average, or grade point average in a subset of courses especially relevant to the Technical Excellence Scholarship, the high school grading system shall be applied, so far as practical, in the same manner as it is applied to calculate the student's cumulative grade-point average as reported on the student's high school transcript (including to the same number of decimal places).

TIE-BREAKING PROCEDURES

If, following the application of the point-based ranking system defined above in this rule, the school guidance counselor, in consultation with other licensed high school staff as needed, determines that two or more relevant students remain tied, students will be ranked according to how well they have answered the essay questioned posed on the scholarship application form.

Cross References: SR1; 9/6/17

Adoption Date: May 15, 2019

WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP (TES)

Student Name _____

Wisconsin Technical College Planning to Attend _____

College Location (City) _____ **Intended Major** _____

Students seeking to be nominated for the TES should complete this application and essay and return it to the school counselor. The deadline to submit this application is _____.

The scholarship is available only for use at a Wisconsin Technical College within the Wisconsin Technical College System (WTCS) located within Wisconsin. Student must have post-secondary plans to or be accepted into an eligible Wisconsin Technical college with plans to attend full-time.

The scholarship is up to \$2250 per year, to be applied towards tuition. Eligibility for the TES shall not exceed six semesters or a total of three years. Semesters are defined as fall or spring semesters, not summer sessions or other shorter sessions.

Applicants must be considered a senior (16 or more credits in his/her fourth year of high school), have been enrolled as a full time student for three consecutive semesters prior to nomination for the scholarship, have demonstrated a high level of proficiency in technical education subjects based on HEAB ranking guidelines and have completed at least one of the eligibility items listed below.

1. CTE Concentrator

Completed at least three (3) high school career and technical education courses in a *single program area* leading to a degree or diploma in the student's chosen pathway. A student may be enrolled in (rather than completed) the third course at the time of application. (Please circle the classes taken in the eligible program area.)

_____ *Agriculture:* Intro to Agriculture, Ag Soil Science/Ag Animal Science, Ag Food Production/Ag Leadership, Agribusiness Management, Wildlife and Natural Resources, Advanced Wildlife Management, Horticulture Science, Landscape Management Total _____

_____ *Technical Education:* Architectural CAD, Mechanical CAD, Woodworking, Metalworking, Carpentry & Construction, Small Engine Repair, Welding, Manufacturing Total _____

_____ *Business:* Intro to Business, Business Computer Apps, Digital Design, Business Practices, Business Management & Concepts, Accounting Total _____

_____ *Family & Consumer Education:* Clothing & Crafts, Food & Nutrition, Advanced Food Prep, Consumer Survival Skills, Interior Design & Housing, Personal Finance, Child Development & Parenting, Food Science Total _____

2. Career & Technical Student Organization Membership in Grades 9-12

Participated for three years or more in a Career and Technical Student Organization in Wisconsin.

_____ FBLA _____ Advisor Signature Total _____

_____ FFA _____ Advisor Signature Total _____

_____ Other (DECA, FCCLA, HOSA, SkillsUSA) Earned at _____ Total _____

3. Youth Apprenticeship Program under the supervision of the DWD

- _____ Transportation/Distribution/Logistics Youth Apprenticeship
- _____ Manufacturing Youth Apprenticeship
- _____ Health Science Youth Apprenticeship
- _____ Information Technology Youth Apprenticeship
- _____ Finance Youth Apprenticeship

4. Technical High School Diploma program as certified by the DPI

_____ Diploma granted by a school board for successfully completing an approved technical education program as established by the school board.

5. Career and Technical Training pathway as defined by the DPI

- _____ Carpentry/Architecture/Construction
- _____ Finance/Accounting
- _____ Health Science/Therapeutic Services
- _____ Hospitality/Tourism/Restaurants/Food & Beverage Services
- _____ Manufacturing/Production Process Development
- _____ Software Development/Information Technology/Programming & Software Development

6. Wisconsin Skills Standards Certificate Program offered by the DPI

Wisconsin certification in:

- | | |
|----------------------------|--|
| _____ Employability Skills | _____ Electronics |
| _____ Youth Leadership | _____ Family & Community Services |
| _____ Agribusiness | _____ Food Service aligned with ProStart |
| _____ Child Services | _____ Health Science |
| _____ Construction | _____ Marketing |

7. Industry Certification Program approved under Wisconsin Stats 115.367(2)

- _____ Certified Nursing Assistant
- _____ Assistant Child Care
- _____ Transportation/Distribution/Logistics Youth Apprenticeship
- _____ Manufacturing Youth Apprenticeship
- _____ Health Science Youth Apprenticeship
- _____ Information Technology Youth Apprenticeship
- _____ Finance Youth Apprenticeship

8. Technical Training Program offered by a UW System school or a Wisconsin Technical College System school, a tribal college in Wisconsin or a private non-profit college or university located in Wisconsin. The technical training program must be offered by a Wisconsin college or university. (Programs held at a one of the campuses but offered by others are not eligible.)

Examples (not inclusive):

- _____ Medical College of Wisconsin Summer Enrichment Programs
- _____ UW Madison's Summer Science Institute at WIScience
- _____ Marquette University's K-12 Engineering Academies
- _____ MSOE summer programs for K-12 students

Essay

Please complete a 250 word essay answering the following: *How will receiving the TES support my future career goals?* The essay should be typed, double spaced, in paragraph form and attached to this application. NOTE: Your essay response will be used as a tie-breaker to determine the scholarship recipient.

Statement of Eligibility

I, _____, believe that I meet the eligibility requirements for the Wisconsin Technical Excellence Scholarship (TES) as noted in the criteria listed above. I request consideration for nomination for the scholarship.

Student Signature _____ Date _____



State of Wisconsin Higher Educational Aids Board

P.O. Box 7885
Madison, WI 53707-7885
E-Mail: HEABmail@wi.gov

Telephone: (608) 267-2206
Fax: (608) 267-2808
Web Page: <http://heab.wi.gov>

Tony Evers
Governor

Worksheet for use in ranking candidates for the

Wisconsin Technical Excellence Scholarship (TES)

Page 1 of 4

An eligible candidate for a TES scholarship is a high school senior meeting at least one of the following criteria:

1. Be a CTE Concentrator, which is a high school student who has completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the student's chosen pathway. A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.
2. Participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development (DWD) (see https://dwd.wisconsin.gov/youthapprenticeship/program_info.htm)
3. Participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_tehsd)
4. Participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_clustersandpaths)
5. Participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_cteskills)
6. Completed (or be on track to complete) an industry-recognized certification program approved under Wis. Stats. 115.367 (2). (This requirement is created under 2013 Wisconsin Act 59).
7. Participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA (see http://cte.dpi.wi.gov/cte_ctso)
8. Completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:
 - Medical College of Wisconsin Summer Enrichment Programs
 - UW-Madison's Summer Science Institute at WIScience
 - Marquette University's K-12 Engineering Academies
 - MSOE summer programs for K-12 students

The program must be offered BY a Wisconsin colleges or university; programs held at these campuses but offered by others are not eligible. (Such programs are usually of shorter duration.)

When students emerge from the point system with tied scores, CTE grades become the tie-breaker. Because some students may have the same credit-hours at the time of nomination, the HEAB-recommended ranking system then assigns rankings to “tied” students based on the grade point earned by eligible students in CTE courses (as defined above). The grades used for this purpose are only those grades earned in CTE courses, not a student’s overall grade point.

Beyond this point, HEAB asks each the faculty of each school shall determine, and have in writing, a policy that describes the tie breaking procedures and criteria used to determine the scholars and alternates and to put them in rank order.

One point is given to a student for each year of activity in a Career and Technical Student Organization in Wisconsin (http://cte.dpi.wi.gov/cte_ctso)

CTSOs are defined in statute to include DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA.

Districts are to determine the points awarded for CTSO activity as well as criteria for earning points.

For activity in multiple CTSOs, one point is to be given for each year of participation in each CTSO.

CTSO LISTING:

CTSO NAME	ADVISOR	SCHOOL YEARS	POINTS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL POINTS AWARDED FOR CTSO ACTIVITY: _____

HEAB asks that each school board of the school district, or the governing body of a private high school, to determine, and have in writing, a policy establishing how long a student must have attended that high school to compete for the scholarship, how the student acquires senior status, and when the student is eligible to compete for the scholarship.

Please confirm that this nominee meets the requirements of the district and check here: _____

Total the student’s performance on the TES ranking:

TOTAL POINTS AWARDED FOR CTE COURSES (from page 1): _____

TOTAL POINTS AWARDED FOR CTSO ACTIVITY (from page 2): _____

THIS STUDENT’S TOTAL POINTS FOR RANKING: (add points): _____

When students emerge from the point system with tied scores, CTE grades become the tie-breaker. Because some students may have the same credit-hours at the time of nomination, the HEAB-recommended ranking system then assigns rankings to “tied” students based on the grade point earned by eligible students in CTE courses (as defined above). The grades used for this purpose are only those grades earned in CTE courses, not a student’s overall grade point.

GRADE POINT FOR CTE COURSES ONLY (from page 1): _____

Beyond this point, HEAB asks each the faculty of each school shall determine, and have in writing, a policy that describes the tie breaking procedures and criteria used to determine the scholars and alternates and to put them in rank order.

When all students under consideration have had their point totals ranked, it will be possible to rank the students in order by point totals.

THIS STUDENT IS # _____ of _____ STUDENTS RANKED FOR THE TES SCHOLARSHIP

School official name	Title	Date

THIS RANKING WORKSHEET MUST BE SUBMITTED TO HEAB BY UNDER-80 SCHOOLS

THIS WORKSHEET IS NOT SUBMITTED TO HEAB BY OVER-80 SCHOOLS

This worksheet should be retained by all school district at their discretion and according to district policies.

Employment References and Verification

Policy 526.1

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

Neither the School Board nor any employee, contractor, or agent of the District shall assist another school employee, contractor, or agent in obtaining a new position or other employment in a school, local educational agency, Cooperative Educational Service Agency, or child care program, or in any other substantially-similar work environment that would involve contact with or responsibility for children or students, if he/she or the Board knows or has reasonable suspicion to believe that the other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Sexual misconduct in violation of the law includes a violation, or the solicitation, conspiracy, or attempt to commit a violation, of any of the offenses specified in section 301.45(1d)(b) of the state statutes. This prohibition does not include the routine transmission of administrative and personnel files. In addition, this prohibition does not apply if the information that is known, or that is the basis of reasonable suspicion, has been properly reported to a law enforcement agency, and any other authorities as required by law, AND at least one of the following conditions applies:

1. School district officials have been notified by the prosecutor or police that any related case or investigation has been closed without a conviction (including cases or investigations that are closed without the filing of any charges); or
2. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct.

Legal References:

Wisconsin Statutes

<u>Section 19.36(10)</u>	[limitations on public access to district records, including certain personnel records such as letters of reference]
<u>Section 103.13(6)</u>	[limitations on employee and former employee access to their own personnel records, including letters of reference]
<u>Section 111.322</u>	[discriminatory actions prohibited]
<u>Section 115.31</u>	[reporting certain known, or suspected, immoral or criminal conduct to the department of public instruction for possible license-related action]
<u>Section 118.07(4p)</u>	[prohibited assistance to persons who are known or who are suspected to have engaged in sexual misconduct]
<u>Section 301.45(1d)(b)</u>	[sex offense definition]
<u>Section 895.487</u>	[civil liability exemption; employment references]

Federal Law

<u>20 U.S.C. 7926</u>	[required policy prohibiting school employees, contractors or agents from aiding and abetting sexual abuse]
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Cross References: SP1; 12/21/17

Adoption Date: May 15, 2019

Professional Development Opportunities for Licensed Staff

Policy 537

The School Board delegates to the District Administrator the task of annually establishing and overseeing the implementation of a comprehensive professional development plan in order to provide learning and development opportunities for the District's licensed staff, including administrators. The comprehensive plan shall be established and updated collaboratively with the assistance of licensed support staff, instructional staff, and administrative staff.

Primary goals of the District's plan for professional development and the activities pursued under the plan include the following:

1. Improving instruction and learning opportunities for District students;
2. Fostering a shared and clear sense of mission, goals and priorities within the District;
3. Sharing and disseminating institutional knowledge and internal successes;
4. Providing exposure to ideas, research, and expertise from outside of the District;
5. Assessing and evaluating District programs;
6. Building internal capacity for leadership, change, and innovation;
7. Enhancing technical skills and knowledge;
8. Providing for the orientation, induction, and support of individuals who have recently obtained licensure in education and/or who are newly employed by the District;
9. Enabling consistent compliance with District policies and relevant legal requirements; and
10. Fostering a commitment toward continuous professional learning and personal development.

In particular years, or as applied to particular staff positions, the professional development plan and activities pursued under the plan may focus primarily on one or several of the above goals.

The professional development programming that is provided in the District shall be managed and delivered at various levels, including District-wide programming, building-based programming, and programming that is specific to particular functions, skills, or subjects. The plan shall also include components that allow means for the identification and pursuit of individualized activities that focus on an employee's professional needs, goals, and interests. Such individualized components may be coordinated, for example, through formative personnel evaluations and assessments, through individual goal-setting activities, or through processes related to licensure.

Attendance and participation at professional development opportunities is expected of all licensed staff and administrators.

The District Administrator shall regularly inform the Board regarding the annual development, review, and implementation of the professional development plan for licensed staff.

Legal References:

Wisconsin Statutes

Section 120.12(2m) [school board duty to evaluate effectiveness of teachers and principals]

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)(b) [school district standards; staff development]

PI 34, Subch. II [DPI's educator standards]

PI 34, Subch. V [licensure stages; including mentoring and orientation requirements]

Cross References: SP1; 8/14/18

Adoption Date: May 15, 2019

Financial Management and Internal Controls

Policy 660

The District's internal financial controls consist of a combination of policies, procedures, systems, communication/education initiatives, and monitoring activities. Internal controls exist for a variety of reasons, including to demonstrate accountability for the District's receipt, holding, and expenditure of public funds for authorized and appropriate public purposes. More specifically, internal controls help the District demonstrate and provide reasonable assurance of (1) effectiveness and efficiency of operations; (2) reliability of reporting for both internal and external uses; (3) adequate safeguards for protected personally-identifiable and other sensitive or confidential information; and (4) compliance with applicable laws, regulations, and contracts.

In terms of internal controls surrounding expenditures and procurement, the controls shall be a means of assuring that District expenditures are sufficiently necessary, reasonable, authorized, allocable (e.g., to the appropriate accounting funds, budget line items, and/or revenue sources), and documented.

The District Administrator has primary and overall administrative responsibility to ensure that reasonable and sufficient internal financial controls are identified, implemented, monitored, and enforced. The School Board expects the District's internal controls to be regularly assessed for their adequacy, effectiveness, and efficiency. When deficiencies or areas for improvement are identified through an internal review, an audit finding, or some other source, the Board expects appropriate changes to be promptly implemented or promptly recommended to the Board (i.e., when Board approval for a specific change is sought or required).

Responsibilities and Controls Related to Federal Programs and Awards

To the extent permitted by law, the District Administrator or his/her administrative-level designee(s) are authorized and directed to act on behalf of the Board in applying for federal funding/awards and in preparing and submitting reports related to such funding/awards. District accounting procedures shall identify all federal funds received and expended and the specific federal programs under which they were received.

The District Administrator's responsibilities related to internal controls include administrative supervision of the District's internal control over compliance requirements for federal awards. The Board's expectation is that District processes related to such federal compliance will be sufficient to provide reasonable assurance that:

1. Transactions related to federal awards are executed in compliance with applicable federal statutes and regulations and any specific terms and conditions of a federal award.
2. Transactions related to federal awards are properly recorded and accounted for, in order to:
 - a. Permit the preparation of reliable financial statements and federal reports;
 - b. Adequately demonstrate the specific source and application of federal funds;

- c. Maintain accountability over assets; and
 - d. Demonstrate compliance with federal statutes, regulations, and the terms and conditions of each specific federal award.
3. The District maintains effective control over funds, property, and other assets that are subject to federal requirements, including safeguarding such assets from loss and ensuring that the assets are used solely for authorized purposes.
 4. The District maintains adequate written procedures governing procurement, payment, and allowability of costs.

Examples of specific federal compliance issues that the District Administrator and his or her administrative-level designees are charged with overseeing include (1) verifying and ensuring that the District appropriately documents that all claimed costs under federal awards are allowable costs; (2) developing and overseeing procedures associated with tracking, allocating, and certifying staff time and compensation to particular federal awards; (3) developing and overseeing procedures associated with documenting the District's maintenance of effort requirements in connection with specific federal awards; (4) ensuring that the District uses appropriate procurement methods and procedures for federally-supported transactions, including maintaining records sufficient to detail the history of such transactions; (5) maintaining adequate oversight of the performance of District vendors and contractors connected to federal awards; and (6) providing adequate training for employees whose work and work procedures are directly affected by the compliance requirements for federal awards.

Legal References:

Wisconsin Statutes

- Section 115.28(13) [uniform financial accounting system for school districts]
- Section 120.13(6) [school board power to apply for and receive federal aid]
- Section 120.14 [annual school district audit required]

State Guidance

- Department of Public Instruction School District Audit Manual Index
- Wisconsin Uniform Financial Accounting Requirements (WUFAR)

Federal Law

- 2 C.F.R. §200.61 [definition of "internal controls" under the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)]
- 2 C.F.R. §200.62 [definition of "internal control over compliance requirements for Federal awards" under the Uniform Guidance]
- 2 C.F.R. §200.302 [school district financial management requirements established under the federal Uniform Guidance; note various cross-references in this section]
- 2 C.F.R. §200.303 [school district internal control requirements established under the federal Uniform Guidance]

2 C.F.R. part 200 subpt. E [cost principles and allowable costs under the federal Uniform Guidance]
2 C.F.R. part 200 subpt. F [audit requirements under the federal Uniform Guidance]
34 C.F.R. part 75 [U.S. Department of Education regulations for direct grant programs]
34 C.F.R. part 76 [U.S. Department of Education regulations for state-administered programs]
34 C.F.R. part 77 [definitions applicable to federal Education Department General Administrative Regulations (EDGAR)]

Cross References: SP1; 7/24/15

Adoption Date: May 15, 2019

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Fraud Prevention and Reporting

Policy 665

The School Board is committed to the responsible stewardship of all resources that are entrusted to the District, including but not limited to all financial resources that are under the District's management and control. Fraud, in any form and perpetrated by any person connected to the District, interferes with this commitment. Fraud can exist even in situations that do not involve the receipt of an improper private benefit. Examples of conduct that the Board prohibits and considers to involve fraud include the following:

1. Theft, misappropriation, or conversion;
2. Bribery, including certain quid pro quo arrangements and giving or receiving kickbacks;
3. The making of false claims, false records, false certifications, or other false statements;
4. Lack of performance of an obligation while accepting consideration for such performance;
5. Self-dealing or arranging for other private benefits that are contrary to the public interest, including making or receiving overpayments;
6. Providing information or making a representation that is intentionally incomplete or misleading, including failing to fully cooperate and be fully forthcoming in any investigation into possible wrongdoing;
7. Covering up wrongdoing (e.g., by destroying evidence);
8. The failure to receive, use, or expend resources for their intended or authorized public purpose, including the gross mismanagement of District-controlled resources or engaging in non-authorized transactions; or
9. Aiding another person's fraudulent conduct.

To assist with the prevention, mitigation, and prosecution of fraudulent activity, the Board directs the administration to:

1. Establish, model, and enforce strong ethical standards in all District programs and operations;
2. Implement and monitor strong internal controls (i.e., systems and procedures) that can limit opportunities to engage in fraudulent conduct, identify irregularities, and reveal evidence of fraudulent conduct after it occurs;
3. Create and foster a climate that encourages and facilitates the timely reporting of fraud, suspected fraud, or suspicious circumstances that should be further investigated;
4. Diligently investigate all reasonably credible reports of fraud or possible fraud; and

5. When any instance of fraud is substantiated, engage in appropriate follow-up, including making additional state or federal reports and pursuing appropriate consequences and remedies (such as disciplinary action and/or referral for possible legal action).

Reports and Investigations of Fraud or Suspected Fraud

Except in situations where an employee exercises a legal right to make a confidential report to an external agency or to participate in an official investigation or legal proceeding that is not disclosed to his or her employer, any employee who has knowledge of or who has reason to suspect fraud or any similar impropriety in relation to any aspect of District programs or operations shall immediately report the relevant circumstances to his or her supervisor and/or to the District Administrator. In the event the concern or complaint involves the District Administrator, the concern shall be brought to the attention of the District Office Staff and Board President. Such reports may involve or relate to the conduct of any person, including District employees, Board members, volunteers, consultants, vendors, contractors and other parties maintaining any business or programmatic relationship with the District.

In directing employees to make the internal reports referenced in the previous paragraph, the District shall in no way prevent or interfere with an employee making a report or providing information to a state or federal regulatory or law enforcement agency (including the U.S. Department of Education's Office of Inspector General) or to any court or grand jury.

The Board also encourages any other person who has knowledge of or who has reason to suspect fraud or some other similar impropriety in relation to any aspect of District programs or operations to report the relevant circumstances to the District Administrator or Board President.

No official, employee, or agent of the District may retaliate or discriminate against any person who, acting reasonably and in good faith, has filed a report under this policy or participated in any investigation related to a report of fraud, suspected fraud, or other similar impropriety. In connection with employees, prohibited retaliation and discrimination include discharge, demotion, or other adverse employment actions based upon an employee's protected activity.

Following a report of alleged or suspected fraud, and except in the case of a report involving his or her own actions, the District Administrator shall be responsible for initiating necessary investigations. Whenever necessary or appropriate, investigations will be conducted in coordination with District legal counsel and/or with other internal or external departments, agencies, or officials. Although strict and absolute confidentiality cannot be guaranteed, the confidentiality concerns of all involved parties shall be a consideration in the manner in which any investigation is conducted, including the manner in which relevant records are maintained.

To the extent required by federal law, the District shall make a report to the U.S. Department of Education (or other applicable federal agency's) Office of Inspector General any time the District has credible evidence of the making of any false claims for federal funds or the commission of a violation of any laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving federal funds.

Legal References:

Wisconsin Statutes

- Section 19.42 [statutory definitions related to the code of ethics for local government officials]
Section 19.59 [ethical standards for local government officials]
Section 946.12 [misconduct in public office]
Section 946.13 [prohibiting public officials and employees from having a private interest in a public contract]

State Guidance

- Wisconsin Uniform Financial Accounting Requirements (WUFAR)
Department of Public Instruction School District Audit Manual Index

Federal Law

- 31 U.S.C. §3729 [federal False Claims Act]
41 U.S.C. §4712 [federal whistleblower protections; initially effective through July 2017]
2 C.F.R. §200.300 [federal Uniform Guidance regulation referencing statutory requirements for whistleblower protections]

Cross References: SP2; 7/24/15

Adoption Date: May 15, 2019

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Management of Capital Assets

Policy 683

The District's capital assets include, but are not necessarily limited to, land, land improvements, buildings, building improvements, and infrastructure, as well as vehicles and certain machinery, equipment, software, works of art, and other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond one fiscal year. Capital assets also include certain improvements, modifications, replacements, or renovations to capital assets that materially increase their value or useful life. The School Board's expectation for the District's capital asset management and accounting process is to ensure that the District's procedures are sufficiently formalized and implemented to allow for adequate financial reporting, as assessed by the District's auditors.

The District Administrator or his/her designee in consultation with the District's financial auditors, shall be responsible for establishing a written schedule of capitalization thresholds applicable to particular capital asset classes. The schedule shall be structured to capture at least 80% of the value of the District's total assets. The capitalization threshold established for single items within any of the asset classes shall not be less than \$2,000.00.

Capital assets having an acquisition cost (or other relevant valuation) above the capitalization threshold of the applicable asset class shall be valued, inventoried, depreciated for financial accounting purposes when appropriate, and regularly tracked over time through the point of retirement, sale, or other disposition.

District procedures related to capital asset management shall also account for the appropriate identification, recording, and tracking of capital assets that are acquired using (1) federal funds, (2) capital borrowing, or (3) referendum funds that are subject to specific restrictions on use.

Nothing in this policy prevents the District from otherwise inventorying (recording, counting, and tracking) supplies, equipment, and other items that are not capitalized for financial reporting purposes. Further, the District shall appropriately inventory any such non-capitalized items if required by law or by the terms of any grant or contract.

Legal References:

Wisconsin Statutes

Section 120.14 [annual school district audit required]

State Guidance

Department of Public Instruction School District Audit Manual Index

Wisconsin Uniform Financial Accounting Requirements (WUFAR)

Governmental Accounting Standards Board – GASB Statement No. 34

Federal Law

2 C.F.R. §200.33

[definition of "equipment" tied to local capitalization threshold within the federal Uniform Administrative Requirements, Cost

Principles, and Audit Requirements for Federal Awards (Uniform Guidance)]

2 C.F.R. §200.94 [definition of “supplies” tied to local capitalization threshold within the federal Uniform Guidance]

2 C.F.R. part 200 subpt. D [post-award requirements under the federal Uniform Guidance; includes requirements related to tracking and disposition of property, supplies, and equipment paid for with federal funds]

2 C.F.R. part 200 subpt. F [audit requirements under the federal Uniform Guidance]

Cross References: SP2; 7/24/15

Adoption Date: May 15, 2019

Student Transportation Services

Policy 751

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

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

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

The District will provide, or otherwise contract or arrange for the provision of, student transportation to and from school for residents of the District who attend private schools to the extent required by state law.

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

1. Fulfill all other student transportation obligations identified under state or federal law, including, but not limited to, the obligation to provide transportation for certain at-risk students attending a technical college program leading to the student's high school graduation.

2. Provide student transportation services in other situations where permitted by state law and where such transportation has been appropriately authorized by (a) a Board policy; or (b) a motion or resolution of the Board, whichever may be applicable. To the extent permitted by law, the District may charge fees related to such additional transportation.

Bus Routes: The District Administrator or his or her designee shall determine and schedule regular bus routes, taking into account factors such as the number and location of children, the safety of students, and the cost efficiency of the route. Changes to routes and schedules may be required from time-to-time during a school year, and the District Administrator will provide advance notification of such changes to affected families. In establishing routes and schedules, the District Administrator shall obtain Board approval if he/she determines that it may be necessary for any student to spend more than 75 minutes on the bus on the way to or from school, or to walk more than one-half mile from the student's residence to the regular bus stop for pick-up/drop-off.

Waiver of District-Provided Transportation: The District Administrator is authorized to establish an administrative rule which would allow the District to obtain voluntary waivers from parents or guardians of students who do not intend to utilize district-provided transportation to and/or from school (i.e. high school students who intend to drive private vehicles to school every day). Such waivers will be considered voluntary and revocable, such that district-provided transportation could be reinstated upon request. However, as long as a voluntary waiver of district-provided transportation to and from school is in place, bus routes may be established to exclude any students for whom a waiver is in place.

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

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

Legal References:

Wisconsin Statutes
Section 115.76

[students with disabilities; definitions]

Section 118.15(2)(d) [technical college attendance for children at risk of not graduating from high school; transportation requirement]
Section 118.51(14) [full-time public school open enrollment; transportation provisions]
Subchapter IV of Chapter 121 [student transportation and transportation aid]
Section 340.01(56) [state law definition of school bus]
Section 345.05 [municipal liability for motor vehicle accidents]

Wisconsin Administrative Code

PI 7 [unusually hazardous areas; parent contracts]
TRANS 300 [state rules governing the transportation of school children, including driver and passenger requirements]

Federal Law

Section 504 of the Rehabilitation Act of 1973 [programs/services for handicapped students]
Individuals with Disabilities Education Act [programs/services for students with disabilities]
McKinney-Vento Homeless Assistance Act [equal access for homeless students; includes transportation provisions]
Omnibus Transportation Employee Testing Act of 1991 [alcohol and controlled substances use and testing requirements for individuals holding commercial drivers' licenses]

Cross References: SP1; 10/20/13

Adoption Date: May 15, 2019

Access to Public Records

Policy 823

The various records authorities of the Cochrane-Fountain City School District shall maintain and provide access to public records in accordance with applicable laws and the policies and procedures of the District. In addition, all officials, employees, and authorized agents of the District shall, to the extent appropriate to the particular record, safeguard the confidentiality of personally-identifiable information in their possession and in the records created or maintained by any school District authority. The District's public records notice, as adopted by the Board, shall be posted in the District's buildings, and the notice may also be made available to the public on the District's website.

Legal Custodian of the Records of School District Authorities

The District Administrator shall serve as the legal custodian of records for the following District records authorities:

1. The District, including the School Board as the governing body;
2. All committees which are subunits of the Board;
3. Other District records authorities created by law or by rule or order;
4. The officers of the Board and the individual members of the Board, but only to the extent such records are maintained at any District-owned or District-controlled facility, or on any District-controlled computer system. Each individual officer and member of the Board is the sole legal custodian of the records of his/her office to the extent such records are maintained at any facility, or on any computer system, that is not owned or controlled by the District.

The principal shall serve as a deputy custodian of records in the event that the District Administrator is absent or otherwise temporarily unavailable to perform the duties of the legal custodian of records. In addition, the principal shall serve as custodian concerning the education records of the students.

The legal custodian of records is vested with full legal power to render decisions and carry out the duties of each school District records authority designated above, as such duties are identified under the Wisconsin Public Records Law. For example, the legal custodian shall:

1. Receive, evaluate, and respond to requests to inspect or copy records;
2. Compel the prompt assistance of other District employees in responding to requests for access to public records, to the extent the custodian deems necessary;
3. Take an active role, either personally or via a designee or via written procedures, in supervising the proper maintenance and retention of records by District employees; and
4. Ensure that all employees who are entrusted with the records that are subject to the legal custodian's supervision are notified of the identity of the legal custodian and provided with a description of the legal custodian's duties under applicable law.

The District Administrator, or his/her designee, working in conjunction with the individual school official who has been assigned specific responsibility for ensuring the confidentiality of all personally-identifiable data, information, and records collected or maintained by the District under the Individuals with Disabilities Education Act (IDEA), shall (1) develop rules of conduct for District employees who are involved in collecting, maintaining, using, providing access to, sharing or archiving personally-identifiable information; and (2) ensure that all such employees know their duties and responsibilities relating to protecting personal privacy, including applicable state and federal laws.

Neither the designation of a legal custodian of records nor any other provision of this policy shall be interpreted to affect the powers and duties of any District records authority under the Public Records Law.

Authorized Fees under the Public Records Law

Fees may be charged for costs associated with locating and/or copying requested records and for related postage/shipping costs in accordance with the fee schedule adopted by the Board. The fee schedule shall be included in the public records notice posted in District buildings and on the District's website.

The legal custodian of records may provide copies of a record without charge or at a reduced charge where the custodian determines that a waiver or reduction of the fee is in the public interest. These situations include, but are not necessarily limited to, situations where the records custodian determines that the costs the District would be likely to incur in processing a payment would be likely to exceed the amount of the payment itself; or where the requester is an elected official, the records in question are reasonably necessary for the proper performance of official duties, and the location costs associated with the request are negligible. The legal custodian shall apply any such waiver or reduction of fees with reasonable uniformity and without discrimination as to any status protected by law (e.g., race, sex, disability, etc.).

In a situation where any fees differing from the fees approved by the Board are established by law, or are authorized to be established by law, those other fees may be charged.

Assistance from Legal Counsel

When the legal custodian of records, or a deputy custodian in the absence of the legal custodian, determines that it is necessary or prudent to do so, he/she is authorized to seek specific legal advice from and engage the assistance of District legal counsel. In the event that District legal counsel is contacted for representation in connection with a records request, the individual making such contact shall ensure that the Board President is immediately notified of the expected scope of such legal representation.

Local Public Offices

Several positions within the District constitute local public offices for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual Board members

2. Officers of the School Board
3. District Administrator
4. School Principal and Assistant Principal

Legal References:

Wisconsin Statutes

Sections 19.21 – 19.39 [Public Records Law and related statutes]

Section 120.13(28) [board authority to designate legal custodians]

Federal Laws

34 C.F.R. §300.623 [confidentiality safeguards regarding IDEA-related records]

Cross References: SP1; 1/9/15

Adoption Date: May 15, 2019

General Procedures for Handling Public Record Requests

823-Rule

Individuals may have access to records maintained by the Cochrane-Fountain City School District and the various District records authorities in accordance with applicable law, District policy, and the additional procedures outlined below.

A. Accessibility of Records

1. Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to the records custodian during the regular business hours of the District's main Administrative Office, which are Monday through Friday from 7:30 a.m. to 4:00 p.m., except for holidays and such other exceptions as may be established in connection with the school calendar.
2. A requester will be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or his/her designee may require supervision of the requester during inspection or may impose other reasonable restrictions to maintain the security of the record(s).

B. Record Requests under the Wisconsin Public Records Law

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee.
2. All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.
3. Record requests may be made orally or in writing. Requesters may, but are not required to, contact the District to ensure receipt of the request.
4. At the discretion of the records custodian, and where there are legitimate reasons for doing so, the records custodian may promptly contact the requester to seek clarification of an ambiguous request prior to seeking responsive records or providing a formal response.
5. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence, whenever security reasons require such measures, or where applicable state or federal law otherwise requires or permits an authority to request identification.

6. Neither any records authority nor any legal custodian of records is required to create new records that do not presently exist in response to any request for information from the authority.
7. The records custodian is authorized by applicable law to reject “standing requests” for access to records that do not exist at the time of the request, but that may be created at a later date.

C. Responses to Records Requests

1. All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request. Access to inspect or copy records on the same day that the request is submitted is available only in limited circumstances.
2. Not all records created or maintained by the District are subject to inspection or copying by the public. Examples of records to which access may be prohibited or restricted include, but are not limited to, certain student records and certain records concerning applicants for positions, district employees, or public officers. In some cases, only a portion of record is subject to public inspection, while the remaining portion must remain confidential.
3. If the legal custodian decides to permit access to certain types of records concerning employees or individuals who hold a local public office, the custodian shall first determine whether the law requires the custodian to provide the record subject with advance notice of the decision to release the records. If such notice is required, it shall be provided prior to any release of the records, and the record subject shall be afforded the rights further outlined in state law.
4. In the event a records custodian denies a records request, either in whole or in part, the custodian shall identify the reasons that access to the records is being denied.
5. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Verbal requests may be denied verbally unless the requester makes a demand for a written statement of the reasons denying the request within five business days of the oral denial.
6. If the records custodian issues a written denial of a request, the custodian must also expressly notify the requestor within the response that the denial is subject to review in an action for mandamus under section 19.37(1) of the Wisconsin Statutes, or by application to the district attorney or attorney general.

D. Fees

The following provisions supplement the fee provisions established in Board Policy 823 regarding access to public records. The following fees are authorized to be charged to persons who request to inspect or obtain a copy of the records of a District authority, to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. Hard Copies of Records:

- (Black and White) - .10 per side per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.
- (Color) – .20 per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.

2. Electronic Copies of Records (includes any electronic records provided by email, PDF, DVD, flash drive, or other electronic format):

- The cost of the physical medium used will be charged when copying records already in a digital format onto a physical medium, as well as any applicable costs of staff time as referenced below.
- Except for any applicable costs of staff time as referenced below, there will be no charge for copying records from one digital format to another for electronic distribution

(e.g., email) or for scanning physical documents and saving them into a digital format (e.g., PDF) for electronic distribution.

3. The actual, necessary and direct cost of photographing and photographic processing, including applicable costs of staff time in excess of one-half (1/2) hour, as referenced below, will be charged for providing a photograph of a record when the record does not permit standard copying.
4. If, based on the quantity or type of records requested, the copying or other reproduction of the records requires more than one-half (1/2) hour of a staff member's time, then the requester will be charged the hourly rate of total compensation of the lowest-paid employee capable of performing the copying/reproduction.
5. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester. "Locating" a record means to find it by searching, examining, or experimenting. The cost of staff time required for the location of records will be charged at the hourly rate of total compensation of the lowest-

paid employee who is reasonably capable of performing the task.

6. If records are mailed to the requester, the actual, necessary and direct postage/shipping costs will be charged.

Prepayment of authorized fees may be required for any request where the total fees exceed \$5.

In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, those other fees may be charged.

Requesters shall make checks for fees payable to Cochrane-Fountain City School District.

Cross-References: 823-R; 11/6/15

Adoption Date: May 15, 2019

Access to Public Records: Public Records Notice and Fee Schedule

823-Exhibit

The Cochrane-Fountain City School District is a common public school district providing education to students in grades 4K through 12. The School Board, consisting of seven members is the governing body of the District. Individual members of the School Board are elected or appointed to their office per state statutes. The District's school (4K-12) and administrative offices are located at S2770 State Road 35, Fountain City, WI 54629.

Several positions within the District constitute local public offices for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual board members
2. Officers of the School Board
3. District Administrator
4. School Principal and Assistant Principal

The District Administrator serves as the legal custodian of records for the following District authorities:

1. The District, including the School Board as the governing body;
2. All committees which are subunits of the Board;
3. Other District records authorities created by law or by rule or order;
4. The officers of the Board and the individual members of the Board, but only to the extent such records are maintained at any District-owned or District-controlled facility, or on any District-controlled computer system. Each individual officer and member of the Board is the sole legal custodian of the records of his/her office to the extent such records are maintained at any facility, or on any computer system, that is not owned or controlled by the District.

The principal shall serve as a deputy custodian of records in the event that the District Administrator is absent or otherwise temporarily unavailable to perform the duties of the legal custodian of records. In addition, the principal shall serve as custodian concerning the education records of the students.

Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to the records custodian during the regular business hours of the District's main Administrative Office, which are Monday through Friday from 7:30 a.m. to 4:00 p.m., except for holidays and such other exceptions as may be established in connection with the school calendar. Such requests may be made to:

Cochrane-Fountain City School District
Custodian of Public Records
S2770 State Road 35
Fountain City, WI 54629

All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.

All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request.

FEE SCHEDULE APPLICABLE TO REQUESTS FOR ACCESS TO PUBLIC RECORDS

The following fees are authorized to be charged to persons who request to inspect or copy the records of a District authority, to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. **Hard Copies of Records:**

- (Black and White) - .10 per side per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.
- (Color) – .20 per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.

2. **Electronic Copies of Records** (includes any electronic records provided by email, PDF, DVD, flash drive, or other electronic format):

- The cost of the physical medium used will be charged when copying records already in a digital format onto a physical medium, as well as any applicable costs of staff time as referenced below.
- Except for any applicable costs of staff time as referenced below, there will be no charge for copying records from one digital format to another for electronic distribution (e.g., email) or for scanning physical documents and saving them into a digital format (e.g., PDF) for electronic distribution.

3. The actual, necessary and direct cost of photographing and photographic processing, including applicable costs of staff time in excess of one-half (1/2) hour, as referenced below, will be charged for providing a photograph of a record when the record does not permit standard copying.

4. If, based on the quantity or type of records requested, the copying or other reproduction of the records requires more than one-half (1/2) hour of a staff member's time, then the requester will be charged the hourly rate of total compensation of the lowest-paid employee capable of performing the copying/reproduction.

5. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester. "Locating" a record means to find it by searching, examining, or experimenting. The cost of staff time required for the location of records will be charged at the hourly rate of total compensation of the lowest-paid employee who is reasonably capable of performing the task.
6. If records are mailed to the requester, the actual, necessary and direct postage/shipping costs will be charged.

Prepayment of authorized fees may be required for any request where the total fees exceed \$5.

In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, those other fees may be charged.

Requesters shall make checks for fees payable to Cochrane-Fountain City School District.

SPECIAL NOTICE REGARDING RECORDS CONTAINING INFORMATION THAT IS PERSONALLY-IDENTIFIABLE TO A STUDENT

A parent, guardian or adult student who, pursuant to applicable state or federal law, wishes to inspect or copy personally-identifiable student records maintained by the District should submit such requests to the office of the principal, except that requests for a copy of an individual's own high school transcript should be submitted to school guidance counselor. For more information regarding student records and accessing student records, see the District's student records policies and the student handbook. Fees other than those fees applicable to access to public records may apply to requests for student records.

Cross References: SE1; 8/23/18

Adoption Date: May 19, 2019

Weapons on School Premises

Policy 832

Non-Applicability to Students

Except where students are expressly mentioned, this policy does not apply to students of the District. A separate policy addresses the weapons prohibitions that are applicable to students.

Dangerous Weapons Prohibited

No District official, District employee or any other person, including but not limited to any visitor, volunteer, or contractor, may possess, use, or store any dangerous weapon in any school or other building or facility that is owned, occupied or controlled by the District; on the grounds of a school or on other school premises; in any District-owned vehicle or on any form of District-provided transportation; or at any District-sponsored program or activity which is not held on school grounds or on school premises, where such program or activity qualifies as a special event having restricted access that is controlled by the District.

In addition, to the extent such restrictions are not otherwise prohibited by law and subject to the specific exceptions authorized in this policy:

1. No District employee shall possess or use a dangerous weapon at any time when acting within the scope of his/her employment; and
2. Neither a District employee; nor a District contractor who is working in a location where District employees or students are present in connection with a District-related program, event, or activity; nor any District-authorized volunteer shall possess or use any dangerous weapon when acting in his/her District-authorized capacity, regardless of the location where such duties are performed (including, for example, on District field trips).

Exceptions to the Prohibitions against Dangerous Weapons

The prohibitions on dangerous weapons identified above do not apply in the following circumstances:

1. Where state law prohibits a school district from restricting any individual's right to possess a firearm or other dangerous weapon in a location covered by this policy (e.g., an employee holding a valid license to carry a concealed weapon has limited rights to store a licensed weapon in his/her own vehicle, which rights are further restricted when the vehicle is located on school grounds).
2. Where a law enforcement officer or a state-certified commission warden who is acting in his or her official capacity lawfully possesses an agency-authorized firearm or other weapon.

3. Where any qualified current law enforcement officer who is off duty or any qualified former law enforcement officer possesses a properly-licensed firearm, provided that the individual meets all applicable conditions specified in the state and federal gun-free school zone laws.
4. Pursuant to any other exception that is consistent with applicable law and that is approved in advance by a motion of the Board.
5. With respect to firearms:
 - a. Where a firearm is possessed or used by an individual in accordance with the express provisions of a written and Board-approved contract entered into between the District and either the individual or an employer of the individual.
 - b. Where a firearm is possessed by a non-student off-premises for use in a program expressly approved, in advance, by the District Administrator or the Board (i.e. trapshooting).
 - c. Where the firearm is unloaded and is in the possession of a non-student at least 18 years of age while traversing school grounds for the purpose of gaining access to public or private lands open to hunting, if the entry on school grounds is authorized by school authorities.
 - d. Where an unloaded firearm is legally stored by an adult person, other than a District official, employee or student, in the individual's personal vehicle, and the unloaded firearm is and remains either fully encased and locked within the vehicle, or in a locked firearms rack on said vehicle.
7. With respect to dangerous weapons other than firearms:
 - a. Where a person uses or possesses a weapon, other than a firearm, for a purpose that has been expressly sanctioned in advance by the District (e.g., a building principal gives advance approval for purposes of a specific demonstration or educational presentation).
 - b. Where a person is engaging in military activities, sponsored by the federal or state government, and the person is acting in the discharge of his/her official duties.
 - c. Where an adult person, other than a District official, employee or student drives a motor vehicle in which a dangerous weapon is located onto school premises for a school-sanctioned purpose or for the purpose of delivering or picking up passengers or property; provided that the weapon is neither removed from the vehicle nor used in any manner.

Nothing in this policy is intended to prohibit the possession or use of potentially dangerous objects or substances that are not designed primarily for use as a weapon (e.g., certain equipment

and tools), provided that such objects or substances have been issued or authorized by the District, and provided that such objects or substances are possessed and used exclusively for their limited and authorized purpose(s).

Further, it is understood that school employees or other authorized individuals may sometimes have a need to temporarily take possession of a dangerous weapon that is present in a school environment in order to address a violation of law or policy and to protect the health and safety of others. Temporary possession of a weapon under such circumstances shall be considered authorized and shall not be considered a violation of this policy. In such circumstances, the weapon should be stored in a secure manner until it can be safely turned over to law enforcement at the earliest reasonable opportunity.

Definition

As used in this policy, the term “dangerous weapon” includes the following:

1. any firearm, including a starter gun, whether loaded or unloaded, assembled or unassembled, partial or complete;
2. any bomb, explosive, or similar destructive device;
3. any device which is designed, used or intended to be used to immobilize or incapacitate persons by the use of electric current;
4. any beebee or pellet-firing gun that expels a projectile through the force of air pressure;
5. any object or device designed as a weapon and capable of producing death or great bodily harm, regardless of whether the weapon is concealed, unconcealed, and/or licensed for concealed carry;
6. any ammunition;
7. any other object, device, or substance which, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm; or
8. any other device or object defined as a dangerous weapon by state or federal law.

Additional Employee Responsibilities

If any District employee has reason to believe that an employee, student, visitor, volunteer or other person possesses or has used or stored a weapon in violation of this or any other District policy, that employee is required to report such belief to a supervisor, a building principal or the District Administrator. There will be no retaliation against any employee who, in good faith, reports a violation of this policy or participates in the investigation of such a report.

Employees are responsible for taking reasonable steps, in advance, to ensure that any item in their possession or control is not prohibited by this policy. Employees who have questions about whether an item, object or device is covered by this policy, or whether a particular exception identified in this policy may apply in a specific context should contact the District Administrator.

School personnel should contact and seek the assistance of law enforcement when addressing situations involving violations of this policy. In addition to seeking assistance of law enforcement as required by this policy, school employees and other mandated reporters of threats of school violence are also required to report any serious and imminent threat of violence in or targeted at a school that they become aware of to a law enforcement agency in accordance with state law requirements and Board policy. When implementing this policy, school administrators and other employees should be aware that state-issued licenses permitting certain private individuals to lawfully carry a handgun or certain other weapons in various public places generally do not permit the possession, carrying or use of such weapons in schools or on school premises, whether the weapon is concealed or not concealed.

Sanctions for Violations

Employees violating this policy may be subject to disciplinary action up to and including termination of employment, and shall be referred to law enforcement officials for possible prosecution under applicable laws or ordinances.

Any other person violating this policy may be asked to leave and remove the weapon from the premises, activity, or event; may be restricted from accessing District property and activities in the future; and/or may be referred to law enforcement officials for possible prosecution under applicable laws or ordinances.

Notices

Employee manuals or handbooks shall include a reference to this policy. To the extent required by law, and as determined to be additionally appropriate by the administration, public notice of the prohibitions established by this policy shall be provided through appropriate signage or other types of notice.

Legal References:

Wisconsin Statutes

<u>Section 48.981(2)(a)</u>	[list of persons specified as mandatory reporters of child abuse and neglect and threats of school violence]
<u>Section 118.07</u>	[school safety plans]
<u>Section 120.13(38)</u>	[board authority to permit hunting in the school forest]
<u>Section 175.32</u>	[mandatory reporting of threats of school violence]
<u>Section 175.60</u>	[license to carry a concealed weapon]
<u>Section 941.23</u>	[carrying a concealed weapon]
<u>Section 941.295(1c)(a)</u>	[definition of “electric weapon”]
<u>Section 943.13</u>	[criminal trespass law, includes provisions related to carrying

Section 948.605

firearms]

Section 948.61

[gun-free schools zones]

[dangerous weapons other than firearms on school premises]

Federal Laws

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

[federal definition of “firearm” (including destructive devices) that is used within the Gun-Free Schools Act]

18 U.S.C. Sec.922(q)

[federal exceptions to federal prohibition against the possession of a firearm in a school zone; some of which are cross-referenced within section 948.605 of the state statutes]

Cross References: SP3; 7/31/18

Adoption Date: May 15, 2019

Public Complaints

Policy 870

The School Board believes that the Board and school staff should welcome and respond to concerns and complaints from the public. A concern is defined as “a cause of anxiety or worry.” A complaint is defined as “a statement that a situation is unsatisfactory or unacceptable.” For the purposes of this policy, the terms are used interchangeably and the process for resolving concerns or complaints is identical.

The Board relies on its teachers, staff, and administrators to resolve such concerns or complaints of the public. It is the policy of the District to provide for such resolutions first at the level most directly involved and in an informal manner, whenever possible. Further, if such resolution cannot be accomplished, procedures shall be available for review at the highest administrative level with an ultimate opportunity for appeal to the Board.

Nothing in this policy or its implementing procedures is intended to supersede timelines or procedures specified in other policies of the District or in other applicable legally-mandated timelines or processes.

Cross References: SP1; 1/9/15

Adoption Date: May 15, 2019

Procedures for Handling Public Complaints

870-Rule

While staff members are expected to respond to verbally-presented complaints and concerns in a respectful, timely, and otherwise appropriate manner, the primary purpose of this rule is to provide procedures for the handling of public complaints that have been submitted in writing. "In writing" includes e-mailed complaints. These procedures are not intended to address complaints of misconduct by the District Administrator, which should instead be submitted in writing to the School Board President.

A. **Submitting a Complaint:** To ensure that District staff will respond to the issue as a formal complaint under these procedures and to avoid miscommunication, the District strongly encourages all complaints under these procedures to be submitted in writing. Complaints should be first made to the school employee most closely involved in the situation or issue. In particular:

1. Complaints about matters relating to individual employees, if they have not been resolved informally via direct communication with the employee, should be made to the employee's immediate supervisor.
2. Complaints about a school-level matter should be made to the principal.
3. Complaints about a support service (such as transportation), District finances or policies, or other District-level matters should be made to the District Administrator, or another supervisor or administrator who is responsible for the function in question.
4. Complainants not sure about whom to contact should contact the office of the District Administrator to obtain further direction.

Verbal Complaints: Staff have discretion to notify a complainant whether a verbal complaint is being treated and processed in the same manner as a formal, written complaint under these procedures.

Anonymous Complaints: Anonymous complaints are strongly discouraged. The District Administrator will determine what follow-up, if any, is made in response to an anonymous complaint. The further procedures described in this rule will not be applied to anonymous complaints.

Timeline for Filing Complaint: There is no absolute deadline for the filing of a complaint. However, the District can usually respond most effectively when the complaint is filed shortly after the occurrence of the event(s) giving rise to the complaint. Timeliness may be considered in the response to any complaint or appeal.

B. **District Response to a Public Complaint:** Upon receipt of a complaint under these procedures, District staff will first determine how to route and process the complaint. In particular, District staff are expected to choose the most appropriate of the following options:

1. Staff will respond to complaints more appropriately handled by another employee by referring the complaint to the school employee most closely involved in the situation or issue.
2. If the District staff determines that a general complaint brought forward under these procedures should be processed under another District policy or procedure, staff will inform the complainant of that assessment and route the complaint to that more-applicable process.
3. In relatively rare circumstances, staff may determine that a complaint is not amenable to processing under any District-established procedure, or that it should be rejected or dismissed for some other reason. If the District Administrator agrees with this assessment, the District Administrator or his/her designee will notify the complainant of the determination and offer the complainant an opportunity to request reconsideration of the dismissal/rejection from the District Administrator.

C. **Complaints Made Initially to Board Members:** Staff and administration have primary responsibility for responding to public complaints. Board members receiving public complaints should refer the complainant to the District Administrator or other appropriate staff person. This is not intended to prevent the Board from discussing the subjects of public complaints or overseeing the proper management of the complaints, but rather to allow the most appropriate “source” for answers or resolution to the complaints to be able to investigate them and respond to them first.

C. **Appeals and Requests for Reconsideration:** Complaints not resolved following communication with the employee(s) most closely involved in the situation or issue may be appealed or brought forward for reconsideration using the following procedure:

1. The complainant shall notify (as he/she determines is most appropriate in light of the specific issue or after consulting with the office of the District Administrator) either the principal, a support service supervisor or director, or the office of the District Administrator, of his/her desire to appeal an unresolved complaint. Where an administrative employee provided the initial response to the complaint, such notification will automatically be treated as a request for reconsideration.
2. The District Administrator will assign an administrative employee to further investigate the complaint and to issue an administrative response to the complainant.
3. If the complainant remains dissatisfied with the administrative response on appeal/reconsideration, the complainant may request a final administrative review/reconsideration of the complaint from the District Administrator. The District Administrator will then provide the final administrative response to the complaint.

D. **Appeals to the School Board:** Complaints not resolved at the District Administrator level may be appealed to the Board. Appeals to the Board shall be made in writing and presented to the Board through the District Administrator. The District Administrator shall in conjunction with other staff prepare a report with information about the complaint, the District's response(s) and recommendations to the Board. The Board shall base its decision on this report unless it desires to meet with the complainant, meet with any staff member, order further investigation, or otherwise supplement the record. The Board reserves the right to summarily affirm or reverse the final administrative response with or without further comment or explanation.

Cross References: SR1; 12/5/13

Adoption Date: May 15, 2019