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Dear Parents,

This Family Information Publication has been prepared by district staff to provide important information to the families of Jefferson students. In this publication you will find information regarding school attendance and rules of proper student behavior. You will also find copies of school board policies which deal with record keeping and the confidentiality required of student records, student health and safety information, and the school district's commitment to protect the civil rights of students and school employees. In some cases, we are required by law or board policy to inform the public of certain practices or policies; this publication is meant to fulfill those requirements.

Please read this publication in its entirety and share the information with the students in your family. This document is also located on the district's website for your reference.

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School District of Jefferson

2019-20 Family Information Publication

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EDUCATIONAL PHILOSOPHIES AND STANDARDS

Our Mission

Empowering futures together

Our Vision

All students positively impact society

Our Beliefs and Commitments

- All students have the right to a relevant, challenging, and innovative education that expands opportunities.
- All people have the right to be treated with respect and dignity in a safe environment.
- Our learning community needs to provide the tools for all students to be successful.
- Our impact as a school district is enhanced by family engagement and community partnerships.
- Active community involvement builds positive relationships, trust, and commitment.
- All members of the learning community have the responsibility for developing academically, socially, and behaviorally responsible citizens.
- Meeting and engaging the diverse needs of students today empowers them to find their passion and potential.

NOTICE OF ACADEMIC STANDARDS

This notice is issued pursuant to section 120.12(13) of the state statutes.

The District's academic standards identify what students should know and be able to do within a given content area or subject. Standards serve as goals and guideposts for both classroom instruction and student learning. The standards also help parents and students gain a better understanding of the District's expectations for student learning. The District's academic standards do not mandate the use of any specific standardized test or assessment.

State law requires the District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. Accordingly, the District academic standards that will be in effect in these specific content areas for this school year can be accessed on the School District's website at <http://www.sdoj.org/district/annual-notices.cfm> and are also listed on the next page.

What are academic standards?

The District’s academic standards identify what students should know and be able to do within a given content area or subject. Standards serve as goals and guideposts for both classroom instruction and student learning. The standards also help parents and students gain a better understanding of the District’s expectations for student learning. The District’s academic standards do not mandate the use of any specific standardized test or assessment.

What are the academic standards that will be in effect during this school year?

Wisconsin State Statute 120.12(13) requires that annually parents and guardians of students residing in the school district are noticed of the Board approved academic standards that will be utilized in during the school year. Below you will find a list of the standards approved in the School District of Jefferson by subject area and/or grade level.

School District of Jefferson Academic Standards for 2019-2020

Content/Subject Area	Level	Adopted Standards	Link to Standards
Early Childhood	4K	Wisconsin Model Early Learning Standards	Early Learning Standards
English Language Arts	9-12	ACT College and Career Readiness Standards <ul style="list-style-type: none"> • English • Reading • Writing 	English Reading Writing
	K-12	Wisconsin Standards for English Language Arts	K-12 English Language Arts
Mathematics	9-12	ACT College and Career Readiness Standards <ul style="list-style-type: none"> • Mathematics 	Mathematics
	K-12	Wisconsin Standards for Mathematics	K-12 Mathematics
Science	9-12	ACT College and Career Readiness Standards <ul style="list-style-type: none"> • Science 	Science
	K-12	Wisconsin Standards for Science	K-12 Science
Social Studies	K-12	Wisconsin Standards for Social Studies	K-12 Social Studies
Health Education	K-12	Wisconsin Standards for Health Education	K-12 Health Education
Physical Education	K-12	Wisconsin Standards for Physical Education	K-12 Physical Education
Music Education	K-12	Wisconsin Standards for Music	K-12 Music Education
Art Education	K-12	National Standards for Art Education	K-12 National Standards
Information, Media, Technology	K-12	Wisconsin Standards for Information and Technology Literacy	Information & Technology Literacy
Computer Science	9-12	Wisconsin Standards for Computer Science	Computer Science
World Language	6-12	Wisconsin Standards for World Languages	World Languages

Content/Subject Area	Level	Adopted Standards	Link to Standards
Business and Information Technology	6-12	Wisconsin Standards for Business and Information Technology	Business & Information Technology
Technology and Engineering	6-12	Wisconsin Standards for Technology and Engineering	Technology and Engineering
Family and Consumer Science	9-12	Wisconsin Standards for Family and Consumer Science	Family and Consumer Science
Agriculture	9-12	Wisconsin Standards for Agriculture, Food and Natural Resources	Agriculture
Special Education	K-12	Common Core Essential Elements	English Language Arts Mathematics Science

All subject areas have academic standards that guide their curriculum and lesson development. The full list of Wisconsin Academic Standards can be viewed at this [link](#).

Who can I contact for a copy of this information in an alternative format or if I have questions?

If you have any questions with regard to this notice, please contact the School District of Jefferson Director of Curriculum and Instruction, Barbara Johnson at Johnsonb@sdoj.org, or (920) 675-1052.

SCHOOL ATTENDANCE

In 1980, the Jefferson School Board adopted a policy on school attendance enforcement. The policy was designed in accordance with state law and continues to guide our school attendance enforcement procedures. The policy is published in its entirety, for your information.

Board Policy JEA – School Attendance

Student absenteeism affects a wide spectrum of people: students whose education is shortchanged, teachers whose instructional plans are disrupted and who will have to spend additional time when students return to school, parents/guardians who may not be aware of their child’s absence and who have committed considerable financial support to the operation of the schools, school officials who must contact parents/guardians and locate absent students and judges who occasionally rule on truancy cases.

In accordance with state law, all children between six and 18 years of age must attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age unless they have graduated from high school, have a legal excuse as defined by the Board or fall under one of the exceptions outlined in state law.

Students enrolled in five-year-old Kindergarten shall attend school regularly during the full period and hours that Kindergarten is in session during the school year, except as noted above. In addition, the School Board expects students who are 18 years of age or older who are enrolled in the District to attend school regularly and abide by provisions of this policy and its implementing rules similar to students of compulsory attendance age.

The following board-approved procedures were developed to enhance the full attendance requirement.

A. General Attendance Procedures

1. Regular attendance is a responsibility that must be shared by the student, parent/guardian and school. When a student is absent from school, his/her parent/guardian shall contact the school prior to 9:00 a.m., or, in the case of an absence later in the day, as soon as is reasonably possible, to notify the school of the child's absence and to explain the reason for the absence. Failure to contact the school shall result in a telephone call from the school, electronically or personally, to the home or place of employment of the parent/guardian.
2. All teachers shall emphasize the importance and necessity of good attendance. Teachers must clearly inform their students that when they are absent from school they have missed valuable instructional time and shall be expected to complete assignments and/or lessons covering the material missed. While no student shall be denied credit in a course or subject solely because of absences, teachers should clearly show the relationship between missed lessons and the student's progress in the class. Where assigned lessons are a part of the grading requirement, lessons not completed due to absenteeism, or other reasons, will have a negative effect on the student's grade in the course or subject.
3. Students who are absent from school shall be expected to make up all work missed, including assignments and examinations, and shall receive credit for work completed. Students truant from school may be subject to consequences ranging from detentions to citations, in a worst case scenario.
4. Each student enrolled in the School District of Jefferson shall be provided a copy of these student attendance/truancy guidelines and procedures.

B. Types of Absences

1. Excused Absences – It shall be the policy of the School District of Jefferson to encourage good student attendance. Students are required to attend all their scheduled classes and study halls unless excused by a parent or guardian. The following examples of parent reasons include:
 - a. Personal illness
 - b. Severe illness or death in the family
 - c. Religious observations
 - d. Impassable roads or extreme weather conditions
 - e. Required court appearances
 - f. Health appointments
 - g. Temporary situations of pressing family need that warrant an excused absence for the period of time necessary. This is not to be used to circumvent the state's compulsory attendance law.
 - h. Family vacations

Students may be excused for the above reasons for no more than ten (10) days in a school year.

Please note all excused absences above count toward the cumulative ten-day (10) count.

Also, with the advance approval of the principal, students may be excused from school attendance for college visitations, job interviews, and family vacations.

2. Unexcused Absences (Truancy) – Students shall be considered truant if they are absent from school for all or part of one or more school days, with or without parent/guardian approval, for reasons other than those

stated above and the principal or teacher has not been notified of the legal cause of such absence by the parent/guardian of the absent student. Truancy also means intermittent attendance carried on for the purpose of defeating state's compulsory attendance law. Students shall be expected to retain for future reference and use all materials presented during their unexcused absences. All students with unexcused absences shall be permitted to make up missing work and examinations missed during such absences as determined by the teacher. Students with unexcused absences may be assigned consequences.

3. Habitual Truancy – "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester.
4. Tardiness – A pattern of excessive tardiness shall be brought to the attention of the student's parent(s)/guardian(s). If it appears that the student is negligent and no steps are taken to correct the situation, appropriate action will be taken. It is the responsibility of the parent(s)/guardian(s) to ensure students are at school on time.

C. Attendance Monitoring Procedures

1. The principal, or the principal's agent at each of the district's schools is designated the "school attendance officer" to deal with matters relating to school attendance and truancy. The school attendance officer shall:
 - a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused or unexcused (truancy).
 - b. Annually, on or before August 1, determine how many students enrolled in his/her school were absent in the previous year and whether the absences were excused. This information shall be submitted to the designated administrative assistant, who shall prepare a report of such information for submission to the State Superintendent of Public Instruction.
 - c. (May) visit any place of employment in the district to ascertain whether any minors are employed there contrary to law and shall report all cases of illegal employment to the proper school authorities and the Department of Workforce Development.
 - d. Have access to information regarding the attendance of any child between the ages of six and 18 who is a resident of the district or who claims or is claimed to be in attendance at a private school located in the district.
2. An excuse from a parent/guardian is required for any absence from school. For absences more than three (3) consecutive days or more than ten (10) cumulative days a meeting with the school principal or designee and/or the school nurse, counselor, and social worker may be required to develop a plan to help improve the student's attendance. Consultation with the student's physician, dentist or other qualified professional, knowledgeable about the student's condition, may be required in order for the absences to be excused.

If a student is truant part or all of five or more school days during a school semester, "habitual truancy" procedures shall be followed.

D. Truancy Procedures

1. The school attendance officer shall notify the parent/guardian of a child who has been truant and direct the parent/guardian to return the child to school no later than the next school day on which school is in session or to provide an excuse. Telephone contact shall be attempted upon determination of truancy and a written log maintained. A written notice shall be sent to the parent/guardian. The notice under this paragraph must be documented and given before the end of the second school day after receiving a report of a truancy.

2. The school attendance officer shall meet with a student who has been truant immediately upon his/her return to school and take appropriate action.
3. After a student is truant for all or part of ten school days during a school year, a meeting may be held with the student's parent/guardian, attendance officer and student services representative to discuss the student's truancy. (If a student is truant part or all of five or more school days during a school semester, "habitual truancy" procedures shall be followed.) At the meeting, the parent/guardian shall be provided with the following information:
 - a. Specific number of unexcused absences (truancies) recorded and public and private agencies available to help in family or discipline problems which may be causing the truancy.
 - b. Opportunities for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's attendance problem.
 - c. The opportunity to consent to an educational evaluation of the child to determine whether learning problems may be the cause of the child's attendance problem.
 - d. The opportunity to consent to the release of student records between the district and defined private or public agencies to permit district personnel to communicate about the student and coordinate efforts to improve school attendance.

Habitual Truancy

1. When a student initially becomes a habitual truant, the following procedures shall be implemented:
 - a. The school attendance officer shall serve notice in accordance with State law. Local law enforcement agencies shall be involved in filing formal truancy charges under the applicable ordinance(s).
 - b. A meeting shall be conducted to discuss the child's truancy. The attendance officer may request that representatives from law enforcement, the Jefferson County Department of Human Services, and other agencies attend this meeting. During this meeting, parents/guardians may be requested to consent to the release of their child's student records to permit the school and Jefferson County Department of Human Services to exchange information.
 - c. In cases where the student has participated solely in the traditional school program, the school team shall consider modifying the student's educational program in accordance with state law with input from the student, the student's parent/guardian and other agency representatives.
 - d. Program modifications include, but are not limited to, the following: modifications within the current academic program; a school work training or work study program; enrollment in any alternative public school or program or nonsectarian private school in the district; homebound study and enrollment in any public educational program outside the district.
2. The Board or its designee shall approve all modified educational program plans. In cases where the student has already participated in a modified educational program and the school team determines that the existing modified educational program continues to be appropriate, the school attendance officer shall file a truancy referral with the Jefferson County Department of Human Services.

3. In situations where the school has made a first-time attempt to develop and provide a modified educational program for the student, or has significantly altered the content of the previously developed modified educational program and the student is absent from the modified educational program without an acceptable excuse for part or all of five or more days on which school is held during a school semester, the school attendance officer shall file a truancy referral with the Jefferson County Department of Human Services. After the school has filed a truancy referral with the Jefferson County Department of Human Services, the school attendance officer shall continue to monitor the student's attendance and file an additional truancy referral each time the student accumulates two additional unexcused absences (truancies) from the modified educational program.
4. The school attendance officer shall inform the child's parent/guardian each time a truancy referral is filed.
5. Before any proceeding may be brought against a child for habitual truancy or violation of an ordinance or against the child's parent/guardian for failure to cause the child to attend school regularly, the school attendance officer shall provide evidence that appropriate school personnel have performed the duties specified in state law.

E. Permission to be Excused from Regular School Attendance

1. Upon the child's request of the Board and with the written approval of the child's parent/guardian, any child who is 16 years of age or over and a child at risk may attend, in lieu of high school or on a part-time basis, a technical college if the child and his/her parent/guardian agree, in writing, that the child shall participate in a program leading to the child's high school graduation.
2. Any child who is 16 years of age may be excused from regular school attendance by the Board upon the child's request and with the written approval of the child's parent/guardian if the child and his/her parent/guardian agree, in writing, that the child shall participate in a program or curriculum modification leading to the child's high school graduation, and in the opinion of the Board of Education, the programs offered in the School District of Jefferson do not meet the needs of the individual student. Program or curriculum modifications for purposes of this requirement may include the following:
 - a. Modifications within the child's current academic program. If it is the determination of the Board to approve a modified program or curriculum for a student, the district's obligation to pay for such educational services shall be determined in accordance with state law.
 - b. A school work training or work-study program.
 - c. Enrollment in any alternative public school or program located in the school district.
 - d. Enrollment in any nonsectarian private school or program located in the school district which complies with federal nondiscrimination requirements (Title VI of the Civil Rights Act – nondiscrimination on the basis of race, color or national origin). Enrollment in such school or program shall be pursuant to a contractual agreement which provides for the payment of the child's tuition by the district.
 - e. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled; or
 - f. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child in such program may be pursuant to a contractual agreement between school districts.
3. Any child who is 17 years of age or over may be excused from regular school attendance by the Board upon the child's request and with the written approval of the child's parent/guardian if the child and his/her

parent/guardian agree, in writing, that the child shall participate in a program or curriculum modification leading to the child's high school graduation or leading to a high school equivalency diploma, if in the opinion of the Board the programs offered in the School District of Jefferson do not meet the needs of the individual student. Program and curriculum modifications include those identified above.

4. A written agreement is required between the child, his/her parent/guardian, the Board and a representative of the high school equivalency program or program leading to the child's high school graduation prior to a child's admission to such program(s). The agreement must state the services to be provided, the time period needed to complete the high school equivalency program or program leading to high school graduation, and how the performance of the student shall be monitored.
5. The Board is responsible for monitoring the written agreement on a regular basis. In no case, however, can the agreement be monitored less frequently than once per semester. If the Board determines that a child is not complying with the agreement, the Board shall notify the child, his/her parent/guardian and the high school equivalency program or program leading to high school graduation that the agreement may be modified or suspended in 30 days.
6. Upon the child's request and with the approval of the child's parent/guardian, any child who is 17 years of age or over shall be excused by the Board from regular school attendance if the child began a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, a juvenile portion of a county jail and the child and his/her parent/guardian agree that the child shall continue to participate in such program.

A written agreement is required between the child, his/her parent/guardian, the Board, and a representative of the agency providing the program prior to a child's admission. The agreement shall specify that the child is excused from regular school attendance while he/she is enrolled in the program and making progress toward completion of the program or successfully completes the program. If the agency providing the program determines that the child is not making progress toward completion of the program, the agency shall notify the child and his/her parent/guardian that the agreement may be suspended within 30 days. If the agency suspends the agreement, the agency shall notify the child, his/her parent/guardian, and the Board.

Board Policy JEB – Entrance Age

A child who is four years old on or before September 1 of the year in which he/she proposes to enter four-year-old kindergarten (4K), five years old on or before September 1 of the year in which he/she proposes to enter five-year-old kindergarten (5K) or six years old on or before September 1 of the year in which he/she proposes to enter first grade, may be enrolled in 4K, 5K or first grade, respectively, at the beginning of the school year. Beginning in the 2011-12 school year, with certain exceptions, state law requires a child to complete 5K as a prerequisite to being admitted to first grade in a public school. A four-year-old kindergartner, five-year-old kindergartner, or first grader who has not previously been enrolled in kindergarten in a district school shall be registered in the spring of the year in which he/she will enter kindergarten or first grade and enrollment shall be completed before or during the first 10 days of the school year.

In extraordinary and exceptional cases, children who do not meet the age requirement for admission to 5K or first grade may be considered for early admission. There is no early admission for 4K. Based upon past experience and the advice of experts in educational development and child psychology, the Board believes that it is in only extraordinary and exceptional cases that early admission to school is appropriate for or a benefit to the child admitted early. To the contrary, many students admitted early to school have been adversely affected by the early admission. Accordingly, it shall be the strong and clear policy and purpose of the Board to discourage early admissions to school except in the most extraordinary and exceptional cases. The administration shall review requests for early admission in light of this

policy directive. Any prior practice or written or unwritten policy of the Board to the contrary is hereby specifically abrogated.

To discharge the responsibilities concerning age of admission of children to school and to establish standards and conditions for early admission to school and a procedure to review and act on early admission requests, the Board adopts the accompanying procedures.

Children with Disabilities: Given written parental request, an individualized education program (IEP) screening shall be provided to any child who has reached the age of three to determine if the child has a disability. If the child is determined to have a disability and if the parent(s)/guardian(s) of a child consent in writing, a resident child with disabilities shall be placed in an appropriate special educational program.

EARLY ADMISSION PROCEDURES (Kindergarten and First Grade): It is Board policy that early admission to kindergarten or first grade is discouraged. There is no early admission for 4K per Board Policy JEB. The administration shall presume that its recommendation shall be against early admission unless it is clearly apparent based upon the criteria set forth below that early admission is in the best interest of the child for whom early admission is sought.

The following shall be the conditions and procedures for obtaining early admission to kindergarten or first grade:

1. A written request for early admission must be made to the Superintendent of Schools or an elementary school principal by the child's parent(s)/guardian(s) by no later than May 1 of the year the child proposes to enter kindergarten or first grade. Parent(s)/guardian(s) will receive a written acknowledgement of their request and will be provided with a copy of this policy.
2. The child for whom early admission is sought must be five years of age on or before November 1 of the year the child proposes to enter kindergarten or six years of age on or before November 1 of the year the child proposes to enter first grade.
3. An elementary school principal shall appoint a team to meet with the parent(s)/guardian(s) to discuss early admission. This team shall be composed of a school psychologist, a kindergarten or first grade teacher, a speech and language pathologist, and any other individuals designated by the principal. These individuals will discuss the child's kindergarten or first grade readiness with the parent(s)/guardian(s). The child will be screened using the most current edition of the DABERON-2: A Screening Device for School Readiness. If the child scores above the 95th percentile on the DABERON or receives a recommendation from the School Psychologist further assessment will include: an intellectual assessment and a speech and language assessment. In order to be eligible for early admission to kindergarten or first grade, the child must score above the 95th percentile on the most recent edition of the Wechsler Preschool and Primary Scale of Intelligence, and above the 95th percentile on the most recent edition of the Clinical Evaluation of Language Fundamentals-Preschool or School Age Edition as appropriate. Additionally, the child must show evidence of average or better attention span for children who typically enter kindergarten or first grade, and show evidence of emotional maturity and social interactional skills that are comparable to students who will be entering kindergarten or first grade.
4. All of the above information will be discussed with the parent(s)/guardian(s) of the student and the team will make a recommendation relative to the appropriateness of early admission to kindergarten or first grade.
5. The testing information and recommendations of this team will be submitted to the Superintendent of Schools for his/her review. The Superintendent will then prepare his/her recommendations in accordance with the School Board's policy regarding early admission.
6. The findings and recommendations of the team along with the recommendations of the Superintendent will be submitted to the Board of Education for consideration of early admission to kindergarten or first grade.

7. The Board of Education shall make the final determination of whether or not the child shall be granted early admission to kindergarten or first grade. Such determination shall be based upon the findings and recommendations of the team and Superintendent and on any additional evidence that may be presented to the Board by the parent(s)/guardian(s) of the child. The Board may permit the parent(s)/guardian(s) of the child to be heard prior to its consideration and final action on the request for early admission to kindergarten or first grade.

STUDENT BEHAVIOR

TOBACCO, ALCOHOL, AND OTHER DRUGS

Our entire society faces the problems caused by the abuse of tobacco, alcohol, and other drugs. These materials, when misused, can cause suffering and death to the user, and much pain and hardship to his or her family and friends. We are very concerned about the potential hazards when young people start to smoke, drink, or experiment with other dangerous drugs. It is our duty as responsible adults to do what we can to discourage students from using these products.

Because we feel so strongly about the use of tobacco, alcohol, and other drugs by students, the Board of Education has adopted three specific policies prohibiting their use at school, on school grounds, and at school functions. We have stiff penalties for using or distributing these materials on school property; however, we will also do whatever we can to help those students who are experiencing alcohol and other drug problems.

Please read these policies and discuss them with your children.

Board Policy JFCG – Possession or Use of Tobacco Products by Students

The possession or use of tobacco products by students is prohibited while they are on premises owned by, rented by, or under the control of the Board; on school-sponsored transportation; under the school's jurisdiction during school hours; or participating in a school-sponsored event.

For purposes of this policy, "school-sponsored transportation" means any automobile, bus, train, airplane, boat or ship, whether owned or leased by the district or not, in or upon which district students are transported to any destination as part of any activity conducted by, authorized by, or carried on with the approval of the district.

Students possessing or using tobacco products in violation of this policy shall be subject to disciplinary action, including suspension from school and/or a municipal citation.

Board Policy JFCH-R(2) – Student Violation of Use/Possession/Distribution of Drugs/Alcohol

The administration will take the following steps when the Board's student alcohol and other drug abuse policy is violated. **All cases will be handled on an individual basis using any or all of the following alternatives:**

A. Violations

1. Suspected of using or suspected of being under the influence of intoxicants, including alcohol, drugs, or inhalants.
 - a. Contact parent or guardian
 - b. Possible suspension (1-5 Days)
 - c. Contact Student Assistance Program Coordinator

- d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. May recommend parent or guardian seek student drug screen or, in the case of alcohol, may require student to submit to a breath test to determine the presence of alcohol.
 - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.1.g.
 - g. May refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
2. Possession of drug paraphernalia
- a. Confiscate paraphernalia
 - b. Contact parent or guardian
 - c. Contact Student Assistance Program Coordinator
 - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. Suspension (3-5 days)
 - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.2.g.
 - g. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
3. Confirmed possession or being under the influence of intoxicants, including alcohol, drugs, look-alike drugs or inhalants, or misuse of products containing alcohol.
- a. Contact parent or guardian
 - b. Suspension – 5 days
 - c. Contact Student Assistance Program Coordinator
 - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.3.f.
 - f. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
4. Selling and/or distribution of intoxicants, including alcohol, drugs, including look-alike drugs or inhalants:
- a. Contact parent or guardian
 - b. Suspension – 5 Days

- c. Contact Student Assistance Program Coordinator
 - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.4.f.
 - f. Refer to Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
5. Refusing to submit to a required breath test to determine the presence of alcohol.
- a. Contact parent or guardian
 - b. Possible suspension
 - c. Contact Student Assistance Program Coordinator
 - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. May recommend parent or guardian seek drug screen or blood test to determine presence of alcohol.
 - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.5.g.
 - g. Refer to Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
6. Second violation of any one or a combination of any of the above (1-5) of the alcohol or other drug prohibitions outlined in Board policy will result in the following:
- a. Review the first violation of this policy including any consequences or behavioral contracts
 - b. Contact parent or guardian
 - c. Suspension from school – 5 Days
 - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
 - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.6.f.
 - f. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
7. A third violation of the Board's student alcohol or other drug abuse policy will result in immediate referral to the Superintendent for a referral to the School Board for expulsion.

B. Medical Emergency Related to the Use of Alcohol, Controlled Substances, or Other Drugs

- 1. Any staff member discovering such an emergency shall:

- a. Carry out necessary emergency procedures, first aid, etc., to protect the health and safety of the student.
 - b. As soon as possible notify the building administrator.
 - c. Remain with the student until professional help arrives or until relieved by the building administrator.
 - d. Complete appropriate documentation.
2. The building administrator shall:
 - a. Ensure that emergency services have been provided and, as soon as possible, contact the student's parents(s)/guardian(s).
 - b. Arrange for a parent/guardian conference to be held as soon as possible.
 - c. Determine appropriate disciplinary action.

Board Policy JHJ – Student Alcohol, Tobacco, and Other Drug Abuse Program

The School District of Jefferson has a responsibility to provide an environment that supports the intellectual, emotional, and physical development of its students. The district recognizes that the use of alcohol, tobacco, and other drugs, and the problems associated with them, are growing problems in our society and our schools. The district recognizes that in many instances a person's misuse or abuse of alcohol, tobacco, and other drugs can lead to the illness of alcoholism and other chemical dependencies. Alcohol, tobacco, and other drug abuse and dependency is regarded as a behavioral/medical problem which often can be treated more successfully when identified early and treated appropriately.

The School District of Jefferson recognizes that alcohol, tobacco, and other drug abuse, chemical dependency, and the stress of living in a chemically dependent family environment represents a serious threat to the health and welfare of the individual student. Such harmful involvement with alcohol, tobacco, and other drugs affects the whole person, his/her significant relationships with those around him/her, and impairs physical, social, emotional, intellectual, and academic growth.

The School District of Jefferson believes that along with parents/guardians, other segments of the community and appropriate mental health professionals, the school has a role to play in helping students to make responsible decisions about the use of alcohol, tobacco, and other drugs. Although the goals are primarily to prevent alcohol/drug use, other goals of the district are to provide services to the student who shows indications of a behavioral/medical problem associated with alcohol, tobacco, or other drug abuse, to the student who lives in a chemically dependent family environment and to the student returning from treatment.

The School District of Jefferson shall provide staff in-service programs regarding the nature of adolescent alcohol, tobacco, and other drug abuse and chemical dependency and shall continue to develop instructional programs to meet present and future needs relating to alcohol and drug abuse education.

Students seeking assistance for alcohol- and other drug-related problems shall be entitled to confidentiality as follows:

1. A school counselor, nurse, psychologist, social worker, and any teacher or administrator designated by the Board who engages in alcohol or drug abuse program activities, shall keep confidential information received from a student that the student or another student is using or is experiencing problems resulting from the use of alcohol or other drugs unless: (a) the student using or experiencing problems resulting from the use of alcohol or other drugs consents in writing to disclosure of the information; (b) the staff member has reason to believe that there is serious and imminent danger to the health, safety, or life of any person and that disclosure of the information to another person will alleviate the serious and imminent danger (no more information than is required to alleviate the serious and imminent danger may be disclosed); or, (c) the information is required to be reported for child abuse/neglect reporting purposes under state law; and

2. Other staff shall keep information confidential except when the immediate health, safety, and welfare of the student or others is endangered or when the student is in violation of the Board's policy on alcohol, tobacco, and other drug use by students at the time information is made available.

The district shall also provide alcohol, tobacco, and other drug abuse prevention activities and/or curriculum in all grades kindergarten through 12. These presentations and curricular approaches are required for all students except when parents/guardians provide notice requesting that their child be exempted from this type of programming. The district shall also provide student assistance programming at all building levels which may include small group activities for students. The primary emphasis of any group approaches shall be educational in nature and shall assist students in developing a better understanding of the nature of alcohol, tobacco, and other drug abuse as well as helping students to develop better decision-making and coping skills. Parents/guardians in the district shall be informed about the mandatory aspects of alcohol, tobacco, and other drug abuse prevention programming and about the possibility of student involvement in student assistance program groups on a yearly basis through the *Family Information Publication*.

The implementation of the Board's policies concerning alcohol, tobacco, and other drug use shall involve a three-fold approach: first, prevention-based curriculum programs for all students; second, student assistance programs (SAP) for students experiencing alcohol- and other drug-related abuse problems, including students affected by alcohol/drug use by family members; and third, school disciplinary action for violations of the Board's policy on alcohol, tobacco, and other drug use by students.

The following guidelines have been developed and are provided for your information.

A. Prevention

1. The district believes that the best approach to alcohol, tobacco, and other drug use by students is to provide as much prevention programming as possible. As such, the district views its alcohol, tobacco, and other drug abuse (ATODA) program as being primarily prevention based incorporating instructional, student support, and direct student initiatives. The primary objectives of the instructional classroom programming are to:
 - a. Increase student knowledge of the harmful effects and risks of use of alcohol and other drugs (including legal issues and Board policy about use)
 - b. Improve student decision-making skills
 - c. Increase student confidence in the ability to make choices and good decisions in this area
 - d. Improve student peer refusal skills
 - e. Improve student knowledge about alternative (non-drug) ways of affecting mood
 - f. Improve student knowledge about community resources for help or treatment
2. Instruction shall occur in all grades kindergarten through 12 and may be incorporated through instruction by classroom teachers, instruction through the health curriculum, instruction through classroom guidance activities and/or instruction using the Drug Abuse Resistance Education (DARE) curriculum provided by appropriately trained police officers. Instruction may also occur through cross-age student education programs.

B. Student Assistance Programs

An equally important aspect of the district's approach is the support and referral systems to be provided to students experiencing alcohol- and other drug-related problems. When grant and/or other funding is available to the District, a student tobacco cessation program will be provided. Programs shall be planned, implemented, and coordinated by the Alcohol, Tobacco, and Other Drug Abuse (ATODA) Coordinator who shall be appointed by the Superintendent. There shall also be staff assigned to coordinate these programs at all building levels. Students may come into contact with these services through a referral by staff (with or without infraction of the Board's policy on alcohol, tobacco, and controlled substance use by students), self, peer, family, or community.

Program Description

1. The district shall provide referral information to students and their parents/guardians regarding community-based ATODA programs/agencies including assessment services.
2. Staff shall be assigned to monitor student involvement in any treatment program that necessitates the student being out of school for any extended period and make arrangements for the student to maintain academic work while doing so.
3. At all schools, the district shall provide opportunities for student involvement in small group educational programs. Any involvement by students shall be voluntary. The focus of these groups shall be: to help students understand why individuals use mood-altering chemicals, including why some individuals abuse chemicals and/or become dependent upon them; to help students understand how chemical abuse and/or dependency affects how family members relate to one another; to help students understand the risks associated with chemical use, thereby improving their ability to make choices as individuals; and/or to help students learn how to develop coping skills so that problems associated with chemical abuse or dependency have minimal impact on their academic program. As such, the focus of any student involvement in small groups shall be on educating and supporting the student.
4. In order to provide group experiences for students, student services staff and teachers who are identified as student assistance program group facilitators shall be provided with specialized training. Building administrators shall annually receive information regarding staff members who have received this type of training. Groups shall be co-facilitated and the ATODA Coordinator and/or other designated staff shall annually evaluate the needs of the program.

Additionally, because of the importance of the student assistance program, the district shall offer to all certified staff yearly staff in-services in at least one of the following areas:

- a. Knowledge of the identifiable behaviors and symptoms of adolescent ATODA and chemical dependency.
 - b. Knowledge of psychological mechanisms which accompany alcohol/drug abuse and chemical dependency.
 - c. Chemical dependency and its impact on the family.
 - d. Procedures in referring a student to the ATODA program.
 - e. The nature of effective identification, assessment, treatment, and aftercare of these problems.
5. The district shall also actively encourage parents/guardians and other community members to become part of the implementation of this policy. The district recognizes that ATODA programs seek to educate and motivate people to make healthier choices in their lives. However, ATODA programs supplement and reinforce cultural norms and societal values, they do not create values and norms in and of themselves. Thus ATODA prevention efforts in schools can work, but they cannot do the job alone. There is data that supports school-based prevention efforts for improving students' attitudes toward healthy and positive choices as well as for increasing resistance skills. Prevention programs also delay the onset of experimentation with alcohol and other drugs. However, research also shows that alcohol and other drug abuse programs have limits. These programs need to build on positive family efforts and community-wide values and programs. Without this wider approach, ATODA prevention efforts will not have maximum impact.

To this end, the district shall:

- a. Require that parent(s)/guardian(s) of students who participate in any high school extracurricular event/activity including sports shall attend at least one meeting a year to discuss expectations for student non-use of alcohol and other drugs.
- b. Implement a regular program to educate parent(s)/guardian(s) about risks associated with alcohol/drug use as well as strategies they can utilize to decrease risks for their children.

C. Referral Procedures

The following procedures are designed to provide guidelines to staff members when dealing with students who may benefit from the services of the ATODA program.

Staff Referrals

1. Any staff member suspecting that a student is using alcohol and/or other drugs shall:
 - a. Complete a behavioral checklist and forward it to the ATODA coordinator and/or other designated individual.
 - b. Approach the student in a concerned, understanding manner to discuss the staff member's observations or consult with a student services team member and decide upon a course of action.
2. If a referral is made to the building administrator, the student's locker/desk may be searched.

Student Referrals

1. Staff shall encourage students to refer themselves or others for assistance with alcohol- or other drug-related problems and concerns.
 - a. Student confidentiality shall be maintained to the extent permitted by law or Board policy.
 - b. A student may:
 - i. Talk with a staff member who can then fill out the behavior checklist form as a "self-referral" and send it to the ATODA Coordinator.
 - ii. Directly contact a building ATODA team member; or
 - iii. Fill out the behavior checklist form and forward it to the ATODA Coordinator.

Other Referrals

Parents/guardians, concerned others, and community agencies are encouraged to contact student services staff or the principal regarding student problems with alcohol or other drugs with the assurance that such contact will be handled confidentially.

Board Policy JFCL – Classroom Conduct

The School District of Jefferson is committed to providing a high quality academic atmosphere. Professional staff is expected to create a positive learning climate for students in classrooms and to maintain proper order. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lesson plans and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the state of Wisconsin, School Board of Jefferson, school administration, and their classroom teachers.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively shall not be tolerated. Enabling students to act mischievously and/or disruptively shall not be tolerated. Any student who engages in such behavior may be subject to removal from class as outlined in the code of classroom conduct. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

The code of classroom conduct applies to all students pre-kindergarten through grade 12. Any changes made to the code of classroom conduct must be approved by the Board of Education.

GUIDELINES:

A. Definitions

1. "Student" means any student enrolled in the district, exchange student, or student visitor to the district's schools.
2. A "class" is any class, meeting or activity that students attend, or in which they participate while in school under the control or direction of the district. This definition of "class" includes, without limitation, regular classes, special classes, resource rooms, labs, libraries, counseling groups, assemblies, study halls, and district-sponsored field trips in which students are participating.
3. A "teacher" is any certified instructor, counselor, nurse, or administrator in the employ of the district.
4. A "teacher of that class" means the regularly assigned teacher of the class, or any teacher/paraprofessional assigned to teach, monitor, assist in, or oversee the class. This definition includes, without limitation, any assigned substitute teacher. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.
5. A "building administrator" means a principal of a school or other individual duly designated by the building administrator or Superintendent.

B. Grounds for Removal of a Student from a Class

A teacher may remove a student from class for dangerous, disruptive, or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes, but is not limited to the following:

1. Behavior specified in the Board's policy on expulsion.
2. Behavior specified in the Board's policy on suspension.
3. Behavior that violates student conduct policies/procedures requiring the student's suspension or expulsion from school.
4. Behavior that violates the behavioral rules and expectations of the student handbooks. These rules may or may not differ from building to building.
5. Behavior that violates the Board's weapons on school premises policy.
6. Behavior that violates the Board's policy on alcohol and other drug use by students.
7. Behavior that violates the Board's harassment policy.
8. Taunting, baiting, inciting, and/or encouraging a fight or disruption.
9. Disruption and/or intimidation caused by gang or group symbols or gestures or gang or group posturing to provoke altercations or confrontations.
10. Fighting or physical confrontations involving a student, staff member, or other individual in the classroom.
11. Obstruction of classroom activities or other intentional action taken in an attempt to prevent the teacher from exercising his/her assigned duties. This can be interpreted as open defiance of the teacher (i.e., word, gesture,

or other behavior), open disrespect for the teacher (i.e., word, gesture, or other behavior), or any behavior likely or intended to sabotage or undermine the right of others to learn.

12. Interfering with the orderly operations of the classroom by using, threatening to use, or counseling others to use violence, force, coercive, threats, intimidation, fear, or other disruptive means.
13. Repeatedly confronting staff in an argumentative fashion, or refusing to follow directions in such a way that classroom instruction is hampered.
14. Repeated disruption or violation of classroom rules.
15. Willful damage to school or another's personal property.
16. Possession of property prohibited by school rules.
17. Repeated use of profanity.

In addition, there may be grounds for removal for behavior which, though not necessarily in violation of provisions (1) through (17) above, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention or other overt or passive refusal or inability to engage in class activities.

Any student may be removed from class under this code by a teacher of that class.

C. Procedure for Removal of a Student from Class, Parent/Guardian Notification and Determining Appropriate Student Placement

1. Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior might lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:
 - a. Instruct the student to go to the main office for the period of removal. In such a case the teacher must inform the office by phone or intercom of the student being sent; or
 - b. Obtain coverage of the class and escort the student to the office. The teacher shall inform the building administrator or designee of the reason for the student's removal from class;
 - c. Seek assistance from the office or other available staff. When assistance arrives, an adult should accompany the student to the office. The building principal or designee shall be informed of the reason for the student's removal.
 - d. All students participating in field trips are expected to abide by trip conduct rules and regulations and the rules set forth in board policies. Any student violating such rules will be subject to disciplinary action up to and including being sent home at the expense of the parent/guardian.
2. When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practical thereafter. Each building shall have a designated short-term removal area that is supervised by a full-time paraprofessional.
3. Within 24 hours, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building

administrator or designee. An administrator or designee shall have a dialogue with both the student and teacher as soon as practical to do so.

4. As soon as practical, but in any event within 24 hours of the removal, the building administrator and/or teacher (if designated to do so) shall inform the student's parent(s)/guardian(s) that the student was removed from class. Such notice may be by telephone. The parent(s)/guardian(s) of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the proposed duration of the removal and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parent(s)/guardian(s) in accordance with this provision.

If the student removed from class is also subject to disciplinary action for the particular classroom conduct (e.g., suspension and/or expulsion from school), the student's parent(s)/guardian(s) shall also be notified of the disciplinary action in accordance with legal and policy requirements.

5. The building administrator or designee shall evaluate the circumstances which lead to removal and determine the appropriate educational placement for the student who has been removed from a class by a teacher. The building administrator or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:
 - a. The class from which the student was removed, if after weighing the interests of the removed student, the other students in the class, and the teacher, the administrator or designee determines that readmission to the class is the best alternative.
 - b. Another class in the school or another appropriate place in the school.
 - c. Another instructional setting outside the home school.
 - d. An alternative education program as defined by law. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricula programs or that is offered in place of regularly scheduled curricular programs.

When making the placement decisions, the building administrator or designee shall consider the following factors:

- a. The reason the student was removed from class
- b. Severity of the offense
- c. Type of placement options available for students in that particular school and any limitations on such placements (costs, space availability and location)
- d. The estimated length of time of placement
- e. The student's individual needs and interests
- f. Whether the student has been removed from a teacher's class before (repeat offender)
- g. The relationship of the placement to any disciplinary action (e.g., if student suspension from school is required as a result of the student's conduct)

h. If the placement is applicable before and/or after the suspension

The administrator or designee shall consult with other appropriate school personnel as the administrator or designee deems necessary when making or evaluating placement decisions. A student's parent(s)/guardian(s) shall also be consulted regarding student placement decisions when determined by the administrator or designee to be in the best interest of the persons involved or required by law.

All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

D. Removal of Students with Disabilities

Some different rules and considerations apply for students identified as requiring special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. In particular, placement for such students is a decision of the student's individualized education program (IEP) team, subject to stringent procedural safeguards and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address: (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and, (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporally removed from class under the same terms and conditions as non-disabled students.

All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

Board Policy JFGB – Student Search Activities

It is the policy of the District to provide a safe and healthy environment for all persons in school buildings and on school premises. School officials have a duty to investigate any suspicion that items or materials harmful to the health and safety of students, school personnel, or property are present within the school or on school premises. This includes, but is not limited to, conducting search activities as outlined in this or other Board policies.

- **Locker Searches** – School lockers are the property of the School District of Jefferson. At no time does the District relinquish its exclusive control of lockers provided for the convenience of students. Lockers may be subject to random or periodic inspection at any time by designated school officials without notice and without student consent. Students are responsible for their assigned locker and its contents.

For purposes of this policy, “designated school officials” include the Superintendent, building principal, associate principal, Dean of Students, Athletic Director, school custodian or other employee designated by the Superintendent or building principal, and law enforcement officers at the request of or in cooperation with the Superintendent or building principal.

Whenever possible, locker searches shall be conducted in the presence of two school officials as described above.

Any unauthorized item found as a result of a locker search may be given to the adult student or the parent or guardian of the student, returned to its rightful owner, or forwarded to law enforcement officials as circumstances warrant. The adult student or parent or guardian of a minor student shall be notified of items removed from the locker and turned over to law enforcement officials.

The District does not assume any responsibility for loss, theft, or damage to personal property. In order to minimize risk, the District advises students not to carry unnecessary amounts of cash or other valuables. If students bring personal items to school, they are expected to exercise reasonable care to safeguard them. The District carries no accident insurance or other insurance coverage for any loss or injury for which the District does not have legal responsibility.

A record shall be kept of all locker searches, including the reason for the search and findings. Depending upon the search findings, the documentation may be used in subsequent school discipline or legal actions.

The building principal shall inform students annually of this policy.

- **Search of Students and/or Their Personal Belongings** – District staff may conduct a search of a student or the student’s personal belongings (e.g., backpacks) when the student voluntarily consents to the search or where there is reasonable suspicion that the student has in his/her possession items that violate the law, Board policies or school rules. The search shall be conducted in a reasonable manner and must not be overly intrusive in light of the age and sex of the student and nature of the infraction. Searches of a student’s person or personal belongings should generally be conducted outside the presence of other students. When searching a student’s person (such as pockets or shoes), the following protocol shall be followed:
 - A minimum of two school employees shall be present during the entire search;
 - A minimum of one school employee of the same gender as the student shall be present for the entire search; and
 - The student shall empty their own pockets or their own shoes/socks, as an example, as opposed to the employee placing their hands in the student’s pockets.
- **Strip Searches** – No District official, employee, or person acting as an agent of the District shall conduct a strip search of a student.
- **Vehicle Searches** – The District may search student-operated vehicles parked on school premises when there is reasonable suspicion of a violation of the law, Board policies or school rules or the student has given consent to the search of the vehicle. A student’s privilege of obtaining a permit to park a vehicle on school premises during the school day is conditioned on him/her signing a written acknowledgment that the vehicle is subject to any such search supported by reasonable suspicion.
- **Use of Drug-Detection Canine Units in Search Activities** – In an effort to maintain a drug-free school environment and protect the health and welfare of students and others, the School Board authorizes the use of trained canine units to detect the presence of illegal controlled substances in school buildings and on school premises. The canines must be accompanied by a qualified and authorized trainer who will be responsible for maintaining control of the canine and interpreting the canine’s responses.

Canine units may be used without prior notification to students and/or school personnel. They may be used when:

1. There is a reasonable suspicion that illegal controlled substances may be on school premises but at unknown locations.
2. There is a belief that a random preventive canine search will be beneficial to the ongoing drug prevention efforts of the District.

Canine searches may include, but are not limited to, the exploratory sniffing of the outside of lockers, vehicles parked on school property, or any other areas of school property deemed appropriate by the Superintendent or designee. Canine units may not be used to sniff a student’s person, including articles of clothing the student is

wearing a bag while the student is holding it. Students will be restricted to classrooms and kept out of hallways when canine units are in use in school buildings.

In the event that a drug-detection canine unit indicates the possible presence of illegal controlled substances in a locker, vehicle or other location, the area may be searched by school officials in accordance with Board policy and applicable legal requirements.

- **Internet Search** - To the extent prohibited by law, school employees shall not request or require a student to disclose the access information for any of the student's personal Internet accounts.

To the extent permitted by law, a school official conducting student-related search activities under this or any other Board policy may request the active assistance of a school liaison officer or other law enforcement official. School officials may remove any unauthorized item found as a result of a search. Items belonging to the student but removed or temporarily confiscated by the District will generally be held by the school for return to the student's parent or guardian (for students who are minors) or, if appropriate, turned over to law enforcement. The student and his/her parent or guardian shall be notified of any unauthorized item belonging to the student/family that has been found and turned over to law enforcement officials.

The District does not assume any responsibility for loss, theft, or damage to personal property. In order to minimize risk, the District advises students not to carry unnecessary amounts of cash or other valuables. If students bring personal items to school, they are expected to exercise reasonable care to safeguard them. The District carries no accident insurance or other insurance coverage for any loss or injury for which the District does not have legal responsibility.

Students and their parents and guardians shall be informed of this policy and the specific provisions related to locker searches through the student handbook.

STUDENT RECORDS / CONFIDENTIALITY / NOTICES

Record keeping is a fact of school life. We maintain records on students which include family information, such as names of parents, addresses, telephone numbers, brothers and sisters, etc., as well as progress records, test scores, attendance, and certain behavior data. These records are extremely important in our working with students as they proceed through the grades of elementary and secondary school.

Along with the use of these records comes a tremendous responsibility to protect the rights or privacy of students and their families. The Board of Education has developed policies/procedures for dealing with record keeping in the Jefferson Schools. These policies/procedures are designed to protect the confidentiality of pupil records, while also complying with state and federal laws giving the public access to public records. Please refer to the following information regarding district records.

Board Policy JO – Student Records

NOTICE OF ACCESS TO PATIENT HEALTH CARE RECORDS: Wisconsin law requires a health care provider to provide each patient with a statement of access rights to patient health care records. The statement must be provided upon the first provision of services by the health care provider. The Jefferson School District provides many services that are sometimes considered health care services (e.g., services provided by the Nurse, Physical Therapist, Occupational Therapist, Occupational Therapy Assistant, Psychologist, Social Worker, and Speech/Language Pathologist). Additionally, the Jefferson School District may receive and store medical records or other patient health care records from other providers. The law provides that if the patient or other person submits a statement consenting to the disclosure of information from patient health care records, the patient or person may:

- after providing reasonable notice, inspect the health care records of a health care provider relating to that patient at any time during regular business hours.
- after payment of reasonable costs, receive a copy of the patient's health care records.
- after payment of reasonable costs, receive a copy of the health care provider's X-ray reports or have the X-rays referred to another health care provider of the patient's choice.

The statement consenting to the disclosure of information from patient health care records must be written and include all of the following: the name of the patient whose record is being disclosed; the type of information to be disclosed; the types of health care providers making the disclosure; the purpose of the disclosure; the party to whom disclosure may be made; the signature of the patient or person authorized by the patient; and if signed by a person authorized by the patient, the relationship of that person to the patient or the authority of the person.

The health care provider must note the time and the date of each request by a patient or person authorized by the patient to inspect the patient's health care records. Also the health care provider must note the name of the inspecting person, the time and date of inspection, and the records released for inspection.

A parent who has been denied periods of physical placement by a court in an action relating to annulment, divorce, or legal separation does not have the rights of a parent or guardian with respect to access of that child's patient health care records.

No person may do any of the following:

- Intentionally falsify a patient health care record.
- Conceal or withhold a patient health care record with intent to prevent its release to the patient, to his/her guardian, to his/her health care provider with a statement of informed consent or under the conditions specified in the state law regarding access without informed consent or to a person with the informed written consent of the patient or with the intent to prevent or obstruct an investigation or prosecution.
- Intentionally destroy or damage records in order to prevent or obstruct an investigation or prosecution.

STUDENT RECORDS NOTICE: The School District of Jefferson maintains student records for each student attending school in the district. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, the following shall apply in the district:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review, and obtain copies of the student's school records upon request in accordance with established district procedures. The district shall respond to such requests without unnecessary delay. Copies of the district's student records procedures are available upon request at the Superintendent's office. Regular office hours are from 7:30 a.m. to 4:00 p.m., Monday through Thursday, and 7:30 a.m. to 3:30 p.m. on Friday.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established district procedures. Copies of the district's procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the records. A "school official" is a person employed by the district who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison officers); a person serving on the Board; a person or company with whom the district has contracted to perform a specific task (such as an attorney, auditor, medical

consultant or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has “legitimate educational interests” if the official needs to review a student record in order to fulfill his/her professional or district responsibility.

The district shall transfer a student’s records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged district noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Further, the district has designated the following student record information as directory data: student’s name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the student. At least 20 days before the commencement of each school year, the district shall (1) notify the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory data with respect to each student; (2) inform such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent; and, (3) allow 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the district to designate as directory data about that student. Directory data may be disclosed to any person UNLESS the adult student, or parent, legal guardian or guardian ad litem of a minor student informs the school within 14 days of receipt of this notice that all or any part of the directory data may not be released without the prior consent of the adult student, parent, legal guardian or guardian ad litem.

The district shall not collect, disclose, or use personal information about students (student’s or parent’s first and last name, address, telephone number or Social Security number) for the purpose of marketing or selling that information, or providing that information to others for that purpose.

Secondary School Students

A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The district shall comply with such a request.

Unless access to such information has been restricted by the secondary school student or the student’s parent(s) as outlined above, the district shall provide access to secondary school students’ names, addresses and telephone listings, on request made by military recruiters or an institution of higher education. The district shall also provide military recruiters the same access to secondary school students as provided generally to post-secondary educational institutions or to prospective employers of those students.

Board Policy KBG – Access to Public Records

NOTICE TO PUBLIC: The Board of Education of the School District of Jefferson has designated the Superintendent as the legal custodian of the public records and property of the School District of Jefferson.

The public may obtain information and access to records, make requests for records, or obtain copies of records in the custody of the district at the following place and times:

PLACE: School District Office
206 S. Taft Avenue
Jefferson, WI 53549

TIME: SCHOOL YEAR: 7:30 a.m. – 4:00 p.m. (Monday - Thursday)
7:30 a.m. – 3:30 p.m. (Friday)
SUMMER HOURS: 7:30 a.m. – 3:30 p.m. (Monday - Friday)

The district is authorized by law to impose a fee on the requester which does not exceed the actual, necessary, and direct cost of reproduction and transcription of a record, unless a fee is otherwise specifically established by law. A list of such fees is available at the district office.

Board Policy IGAHB-E – Human Growth and Development Instruction Notice to Parents

The School District of Jefferson strives to provide all students with a comprehensive curriculum and quality instruction that builds the skills necessary to secure accurate information, make informed responsible decisions, communicate effectively and succeed in living productive, healthy lives as adults. As a part of developing student intellectual, physical, social and emotional skills, the district shall provide instruction on topics focusing on human growth and development. Such instruction shall be carried out primarily within the district’s health education curriculum, but may also be a part, as appropriate, of other related curricula and support programs.

A copy of the summary curriculum outline for the human growth and development instruction that will be provided to your child in the coming year follows on the next page. Please read it carefully as the education and guidance it provides to you as parent(s)/guardian(s), in combination with the medically accurate and age appropriate human growth and development instruction provided by us at school, are very important factors that will lead to the health and well-being of your child.

You are welcome and invited to review, at any time, the district’s human growth and development curriculum and/or our complete health education curriculum of which human growth and development is a part. If you would so choose, you may also inspect instructional materials and resources to be utilized in student learning activities. To review the curriculum or materials and resources or discuss the topics to be taught, send a written request to your child’s principal. Upon receipt of your request, the principal shall contact you to establish a date, time and location for the review.

Please be advised that pursuant to state law [§ 118.013(3)(4), Wis. Stats.], no student shall be required to participate in human growth and development instruction either generally and/or as related to the attached specific curriculum topics to be provided to your child in the coming year. If you do not want your child to participate in human growth and development instruction as per the curriculum outline provided with this notice, prepare a written exemption request and send it to your child’s principal. A written confirmation of the request shall be returned to you by the principal.

If a student does not participate in human growth and development instruction as the result of parent/guardian exemption, the student shall do alternative projects and activities for the duration of the human growth and development instructional time period. No student will be penalized in any way for not participating in human growth and development instruction. Moreover, students exempted from human growth and development instruction shall still receive:

1. instruction on physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body, unless separately exempted; and
2. instruction on effective means by which pupils may recognize, avoid, prevent, and halt physically or psychologically intrusive or abusive situations which may be harmful to pupils, including child abuse, sexual abuse, and child enticement, as required under current law. [§ 118.01(2)(d)(2c)(8), Wis. Stats.]

As per law [§118.013(5) Wis. Stats.], the district has a Board of Education appointed Human Growth and Development Ad Hoc Advisory Committee comprised of school personnel, parents, students, health care professionals, and community leaders, including the clergy. The purpose of the committee is to advise the Board concerning the:

1. design and implementation of the district's human growth and development curriculum; and
2. review and reevaluation of the human growth and development curriculum.

Questions and comments regarding this annual notice to parent(s)/guardian(s) should be directed to your child's principal.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION SUMMARY OF CURRICULUM TO BE TAUGHT

ELEMENTARY SCHOOLS (WEST, EAST, AND SULLIVAN) - Instruction is provided in gender separated settings.

GRADE 4 - Females

1. Preparing for Adulthood
 - A time for physical, emotional, intellectual and social changes
2. Body Changes During Puberty
 - Body, hair, breast growth
 - Skin/hair changes, perspiration
 - Mood swings
 - Pituitary gland/estrogen production
3. Female Reproductive System
 - Parts and functions - ovaries, fallopian tubes, uterus, ovulation/menstruation/prostaglandins
4. Personal Hygiene Practices
 - Showering/bathing
 - Use of deodorant
 - Hair care
 - Skin care and treatment
 - Menstruation/sanitary care

GRADE 5

Females

1. Preparing for Adulthood
 - A time for physical, emotional, intellectual and social changes
2. Body Changes During Puberty
 - Body, hair, breast growth
 - Skin/hair changes, perspiration
 - Mood swings

Males

1. Preparing for Adulthood
 - A time for physical, emotional, intellectual and social changes
2. Body Changes During Puberty
 - Body and voice change
 - Hair growth
 - Mood swings
 - Skin changes/acne
 - Production of testosterone and estrogen
 - Apocrine gland/perspiration

3. Female Reproductive System
 - Parts and functions - ovaries, fallopian tubes, uterus, ovulation/menstruation/prostaglandins
4. Personal Hygiene Practices
 - Showering/bathing
 - Use of deodorant
 - Hair care
 - Skin care and treatment
 - Menstruation/sanitary care

3. Male Reproductive System
 - Parts and functions - penis, testicles, sperm, ejaculation
4. Personal Hygiene Practices
 - Showering/bathing
 - Use of deodorant
 - Hair care
 - Skin care and treatment

JEFFERSON MIDDLE SCHOOL - *Instruction is provided to students together regardless of gender.*

GRADE 6

- Puberty
- Male and female reproductive system
- Path of the sperm
- Path of the egg
- Menstrual cycle
- In addition to these topics, the 6th graders focus on general communication strategies, goal setting, refusal skills, and relationship building that can be used in any situation, not just a situation related to human growth and development.

GRADE 7

- Puberty
- Reproductive system for both male and females
- Effective communication skills related to the development of positive relationships
- Resistance skills
- What a monogamous relationship looks like
- Risks of teenage marriage
- General costs of having a baby
- Concept of abstinence as the preferred choice in relationships and its reliability for reducing or not obtaining sexually transmitted infections
- Consequences of intercourse (physical, legal, mental, and emotional)
- Path of the egg and sperm
- Menstrual cycle
- Developmental stages of pregnancy, prenatal development, and childbirth (including shaken baby syndrome/child abuse)
- Birth control methods and other forms of contraception
- Socio-economic benefits of marriage
- Criminal penalties for engaging in sexual activities involving a child
- Sex offender registration requirements, reporting, and implications
- Sexually transmitted infections including but not limited to HIV/AIDS and HPV

GRADE 8

- Puberty (review)
- Reproductive system for both male and females (review)
- Effective communication skills related to the development of positive relationships
- Resistance skills
- Path of the egg and sperm (review)
- Other forms of birth control
- Love vs. infatuation
- Healthy and unhealthy relationships
- What a healthy marriage consists of
- Aspects love
- HIV/AIDS (review)
- Sexually transmitted diseases (review)

JEFFERSON HIGH SCHOOL - Instruction is provided to students together regardless of gender.

GRADE 9

1. Male reproductive system
 - a. Parts and functions
 - b. Pathway of sperm out of the body during ejaculation
 - c. Protecting male reproductive health
2. Female reproductive system
 - a. Parts and functions
 - b. Pathway of the egg out of the body during the Menstrual cycle
 - c. Menstrual cycle
 - d. Protecting female reproductive health
3. Review of puberty
 - a. Secondary sex characteristics for males and females - physical, emotional, mental, social changes
4. Effective communication skills related to the development of positive relationships
 - a. How to ask someone out on a date
 - b. How to approach someone for the first kiss
 - c. How to talk to a significant other about sex
5. Types of relationships
6. Characteristics of healthy relationships
7. Characteristics of unhealthy relationships
 - a. Codependency
 - b. Characteristics of abusive males
 - c. How to decide if the relationship is over or should be over
8. Abstinence as the preferred choice in relationships
9. Contraception - Condom use and Birth Control pills
10. Consequences of intercourse (physical, legal, mental and emotional consequences)
11. Love and the types of love
12. How to break up with someone in a healthy manner
13. Issues of rape/date rape information

Note: All Human Growth and Development (HGD) Instruction in the School District of Jefferson is in compliance with Wisconsin Statutes. All topics and concepts taught are age appropriate, utilize medically accurate information and resources, and are taught as part of the Health curriculum. All instruction is provided by highly qualified certified district employed personnel.

14. HIV/AIDS/HPV/Other STD's
15. Criminal penalties for engaging in sexual activities involving a child
16. Sex offender registration requirements, reporting and implications

POLICY DIBAE – SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS

The School Board wishes to maintain the fiscal integrity of the District's food service program and to incentivize appropriate household responsibility for the payment of costs that a student incurs in the use of the program, while also pursuing the critically important goals of providing students with adequate nutrition and minimizing the extent to which any student is stigmatized because he/she has insufficient funds to pay for a meal or because the student's household owes a debt within the food service program.

In accordance with requirements established by federal and state oversight agencies, the administration shall adopt, maintain, implement, and clearly communicate a written administrative rule on the subject of meal charges and the collection of funds within the District's food service program. With respect to meal charges, the rule must particularly identify how children who pay the full-price (paid rate) or reduced price for a federally-reimbursable meal are affected by not having enough money (either in hand or in their student food service account) to cover the cost of a meal at the time of the meal service.

The administrative rule shall be consistent with this policy, including the following parameters:

1. The Superintendent shall ensure that the Director of Business Services, the Student Nutrition Director and school principals are consulted in the process of developing and, as needed, revising the written administrative rule regarding meal charges and collections.
2. The rule may differentiate meal charge and collection procedures by school level or by particular grade spans.
3. When a student's meal account has an unused, positive balance at the end of a school year, the positive balance will be carried over to the following year unless a written request is received from the parent/guardian for reimbursement.
4. All students that attend the School District of Jefferson shall have a meal account.
5. Account deposits may be made by electronic funds transfer or mailed to or dropped off at the district office or at any of the schools in the district. Deposits made by 8:30 a.m. will be reflected in service line balances as soon as possible. Deposits should be sent in an envelope which is labeled with the student's first and last name and the amount of the payment. All checks are to be made payable to the School District of Jefferson.
6. Families are encouraged to keep a minimum balance of \$10.00 and make minimum deposits of \$10.00.
7. Students who are eligible for free meals are eligible to receive one free lunch and breakfast daily. Ala carte items and additional meals do not qualify under free or reduced lunch federal guidelines.
8. Additional meals or ala carte food items may be purchased only if there is money in the student's account.
9. There will be no adjustments to student meal accounts after 60 calendar days from purchase.
10. Parents/guardians are responsible for maintaining sufficient funds in their student's account.
11. Parents/guardians may use the software Powerschool/Parent Access on the school's website www.sdoj.org or myschoolbucks icon on the Food Service tab of their school website to monitor student's food service activity and balances.
12. Parents/guardians who do not have Internet access may contact the Food Service department at 920-675-1035 or 920-675-1114 to request information on their account.
13. Upon request by a student, food service personnel or office staff will provide balance information to the student.

14. Families who have negative balances will receive automated phone messages and/or emails until the balance is positive.
15. When a student's meal account is depleted, or there are low or insufficient funds in the account, the attached policy guidelines (DIBAE-R) apply.

SCHOOL MEAL ACCOUNT CHARGES AND COLLECTIONS GUIDELINES:

Key Responsibilities of Parents and Guardians

Parents and guardians must plan for their child to have sufficient access to food at school on each school day and must actively monitor and manage their child's school food service account, including making prompt payment of any charges. Parents and guardians should communicate with their child about how meals, snacks, and other food will be provided each day.

Elementary (Grades K-5) Meal Charges

1. Families are notified by an automated phone message if their food service account balance is negative.
2. The food service department will notify the building principal when a student's lunch account reaches a negative five dollars (-\$5.00). This allows appropriate staff such as principal, social worker, or counselor to be aware of the concern and use their best judgment to reach out to the family if necessary.
3. Students will continue to receive a regular lunch until the account reaches a negative ten dollars (\$-10.00).
4. If an account reaches a negative ten dollars (-\$10.00), the student will be provided an alternative meal at no cost to the family for the next five days or until the negative account has been rectified. The alternative meal will consist of a sandwich, fruit, and a drink. The alternative meal will be packaged in such a manner not to bring attention to the student.
5. If an account reaches a negative ten dollars (\$-10.00), the parent/guardian will be referred to the principal and/or the school social worker for further assistance in resolving each situation.
6. If a negative lunch account is not resolved after five days, and if the student does not bring a lunch of their own, the student will continue to be provided with the alternative meal at a cost of 50 cents per meal with fees to be collected at a determined future date.

Secondary School (Grades 6-12) Meal Charges

1. Families are notified by an automated phone message if their food service account balance is negative.
2. Additionally, students will be discreetly told (verbally) by the food service staff when their account has reached a negative number.
3. The food service department will notify the building principal or designee when a student's lunch account reaches a negative five dollars (-\$5.00). This allows appropriate staff such as principal, social worker, or counselor to be aware of the concern and use their best judgment to reach out to the family if necessary.
4. Students will continue to receive a regular lunch until the account reaches a negative ten dollars (\$-10.00).
5. If an account reaches a negative ten dollars (-\$10.00), the student will be provided an alternative meal at no cost to the family for the next five days or until the negative account has been rectified. The alternative meal will consist of a sandwich, fruit, and a drink. The alternative meal will be packaged in such a manner not to bring attention to the student.
6. If an account reaches a negative ten dollars (\$-10.00), the parent/guardian will be referred to the principal and/or the school social worker for further assistance in resolving each situation.
7. If a negative lunch account is not resolved after five days, and if the student does not bring a lunch of their own, the student will continue to be provided the alternative meal at a cost of 50 cents per lunch with fees to be collected at a determined future date.

Donations to Pay Debts in Student Food Service Accounts

When donations are received by the school district earmarked for negative food service accounts held by students, the district may, at the end of each applicable month, apply the donated funds to free and reduced qualifying students' lunch accounts to offset negative balances that may exist.

USDA Nondiscrimination Statement:

This institution is an equal opportunity provider.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

STUDENT SAFETY AND WELLNESS

CHILD ABUSE

Board Policy JHG – Child Abuse/Neglect Reporting

All employees and/or contracted employees, who in the course of their professional duties have reasonable cause to suspect that a child has been abused or neglected or who have reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect will occur, have the legal responsibility to make a child abuse/neglect report to the Jefferson County Department of Human Services.

All employees and/or contracted employees who have reasonable cause to suspect actual or threatened abuse/neglect shall inform, by telephone, the Jefferson County Department of Human Services of the facts and circumstances contributing to his/her suspicion. Any staff member may confer with the building principal to determine if there is "reasonable cause to suspect" actual or threatened child abuse/neglect. The principal may not remove the legal responsibility for making the report from the staff member.

Following the report, the staff member shall inform the building principal of his/her report. The staff member shall provide the principal with a written report documenting his/her referral within 24 hours of the call to the Jefferson County Department of Human Services. A copy of the report shall be forwarded to the Superintendent. All information in the report shall be kept confidential to the extent permitted by law.

District staff shall annually be made aware of this policy.

ASBESTOS NOTICE

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

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

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

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

- Environmental Management Consulting, Inc. (EMC) was contracted to be the school’s consultant for asbestos for the school year.
- The District is continuing with the Operations and Maintenance Program as designed by the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic “surveillance” in each areas containing asbestos has been completed every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years.
- In the past year, the District did not conduct any asbestos removal activities.

All outside contracts shall contact the Buildings & Ground Director before commencing work. The district’s goal is to be in full compliance with asbestos regulations.

A copy of the Asbestos management Plan is available for review by contacting the School District office. Questions related to this plan or any other asbestos concerns should be directed to the Buildings and Grounds Director, Tim Graffin, at 920-675-1090.

PEST MANAGEMENT

Board Policy ECBA – Pest Management for Healthy Schools

The School District of Jefferson is committed to providing a healthy school environment for all students, staff, and others who visit the schools or participate in school-sponsored activities and providing for the proper care and management of all school district property. The District recognizes that from time to time pests, including, but not limited to mice, rats, cockroaches, termites, head lice, ants, wasps, yellow jackets, poison ivy, weeds and other pests, can pose significant problems for people and/or property that need to be managed. When making and implementing pest management decisions, the District shall do so in a manner that is mindful of the District’s commitment to a healthy school environment.

Pest management decisions shall carefully consider the risks to the health of people, the damage to property and the environment, and the effectiveness and costs of any particular pest management measure. Greatest weight in making any pest management decision shall be given to the health of people. Pest management decisions shall be made in accord with the procedures required by this policy.

Procedures shall address:

- 1) measures to be taken to eliminate or reduce environmental conditions that attract and sustain pest populations (e.g., providing for proper sanitation and maintenance of school facilities);
- 2) responsibilities for monitoring, identifying, and reporting pest problems;
- 3) guidelines for assessing the need for pest control and selecting the appropriate pest control methods, including any restrictions on the use of pesticides;
- 4) pesticide applicator requirements, including application of pesticides by a person trained and knowledgeable about pest control and pesticide use in accordance with label instructions, legal requirements, and procedures;
- 5) record keeping requirements, including access to such records;

- 6) provisions for proper storage and disposal of any pesticides or other materials or equipment used to control pests on school district property;
- 7) proper certification of support staff in the handling and application of pest management materials; and
- 8) methods for evaluating the effectiveness of the district's pest management program [See ECBA-E(1)].

The Maintenance Director has the overall responsibility for pest management. If you wish to have a copy of the procedures/plan for pest management, please contact the School District Office (920-675-1010) and request Board Policy ECBA.

Board Policy JHCCA – Nuisance Disease Control

Head lice, scabies, fleas and bed bugs are parasites that are commonly referred to as nuisance diseases. From time to time a student in the school population may be afflicted with a nuisance disease. Jefferson School District personnel will take prompt action to reduce student exposure to these nuisance diseases. In order to maintain a safe and healthy school environment, a student identified as having an active case of nuisance diseases may be excluded from the classroom and sent home for appropriate treatment. Readmission to school will be allowed only when the family has followed protocol described in the administrative rule of this policy. When student absenteeism results from "noncompliance" with the nuisance disease control procedure, the building administrator may take appropriate action.

While no school can be made entirely free of communicable and nuisance diseases, both the school district and the family play a role in decreasing student exposure. The district will provide education and guidelines for preventing, identifying and treating these nuisance diseases. Families also play a vital role in prevention, identification and treatment. If their child has been diagnosed, they are responsible for following established guidelines and procedures for eliminating the parasites from the home environment so the child may return to school as soon as possible.

Specific guidelines have been developed for the management of head lice, scabies, fleas and bed bugs within the schools. These guidelines include parent/guardian notifications, treatment instructions and parent/guardian responsibilities.

The School District of Jefferson shall not discriminate against students on the bases of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, age, homeless status, handicap or physical, mental, emotional or learning disability.

HEAD LICE GUIDELINES

I. Procedures for the Control and Treatment of Head Lice/Nits in School

- A. Any student who is suspected of having head lice shall be removed from the classroom as unobtrusively as possible to be screened. Head lice checks may be made periodically on any child as necessary during the school year. This may include classroom checks or all-school checks. Friends and siblings of infested students shall be checked for head lice. Students with head lice or untreated nits shall not attend school. Since head lice screening programs have not been proven to have a significant effect on the incidence of head lice in school over time and are not cost effective, the need for a mass screening for head lice will be determined by the school nurse in consultation with the building administrator.
- B. If live lice or untreated nits are apparent, the following shall occur:
 1. The parent/guardian shall be contacted by phone. The child shall be isolated from other students and sent home with his/her belongings.

2. Treatment of the student and the environment shall be explained to the parent/guardian.
3. A written explanation of lice treatment shall be given to the parent/guardian when he/she arrives to pick up the student to reinforce the instructions given over the phone. A form shall also be given for the parent/guardian to complete, documenting the day, time and type of treatment used.
4. Parents/guardians shall be instructed to remove all nits and casings after treatment.
5. Students sent home due to head lice shall be permitted to return to school the next school day following treatment under the conditions identified in section C.

C. Readmission to School

1. The student shall provide a completed treatment form, signed by the parent/guardian, and be checked by the School Nurse, or his/her designee, upon return to school.
2. Presence of live lice shall constitute exclusion and treatment shall be repeated.
3. If nits are present, the parent/guardian is to be notified that they must continue to remove the nits. The student shall be rechecked daily through the fourth day.
4. The School Nurse, or his/her designee, shall check the student's head for lice and nits periodically, or until assured that the head is clear. Live lice found during this period shall require the student to be excluded from school until the student is lice-free. Subsequent cases shall be considered as new cases per this policy only after the student has gone four (4) or more consecutive weeks nit-free.
5. Should chronic reinfestation occur in individuals, the school may request that additional measures be taken prior to readmission. A referral to Jefferson County Health Department for home assistance may be made.
6. Absence from school following the fourth day, at the discretion of the building principal, shall be considered as truancy and may eventually result in referral for habitual truancy.

D. School Environment

1. Generally accepted guidelines for cleaning the classroom shall be followed for those classrooms of diagnosed cases. The building cleaner/custodian shall be asked to clean the classroom each time a new case is discovered in that classroom.
2. Letters to parents/guardians of all students in the affected classroom shall be sent home with the students explaining that lice have been discovered in their child's classroom and instructions on how to check their own child(ren) for head lice.
3. The School Nurse, or his/her designee, shall check the heads of all students in those classrooms of diagnosed cases of head lice in that classroom upon teacher request or if several live lice cases have been diagnosed.

II. Guidelines for Cleaning Classrooms/Related Environment

(Applicable only to classrooms where cases of lice are identified.)

A. Classroom

1. Vacuum thoroughly: rugs, upholstered furniture, pillows and articles not easily washed.
2. Dry cleaning of some articles can be very expensive and difficult, such as dolls, teddy bears, etc. Therefore, sealing such articles in a plastic bag for two (2) weeks at room temperature far surpasses the length of time the lice and nits can survive.
3. Wash hard surfaces with soap and water (i.e. tables, chairs, etc.).
4. The use of insecticidal sprays is not recommended and strongly discouraged. It is expensive and of questionable benefit and may be harmful to staff and students.

B. Clothing Storage

Each child's hat and coat, art smocks and gym clothes should be stored separately from other students' belongings. This can be accomplished in any of several ways:

1. Assign individual lockers to students.
2. Assign wall hooks 12" or more apart to each student or put wraps in individual garbage bags (plastic grocery bags work well), making sure children use their own bag.
3. Let students hang their short coats on the backs of their seats and long coats on the coat rack spaced so they do not touch.
4. Let students hang all their coats on the backs of their seats.
5. Store caps and scarves separately, let each student store them in his/her desk or put caps and scarves in sleeves of coat.

C. Education

1. Information regarding diagnosis, treatment and prevention of head lice shall be provided to all families at the beginning of each semester and as needed throughout the school year. Parents will be encouraged to check their children for head lice periodically and whenever symptomatic.
2. The School Nurse, or his/her designee, shall provide students identified as having head lice or nits with instructions on lice control methods. Similar information shall be communicated verbally and through written materials to the student's parent/guardian.

FLEA GUIDELINES

I. Procedures for the Control and Treatment of Fleas in School

A. If fleas are present or suspected, the following shall occur:

1. The student shall be removed from the classroom as unobtrusively as possible and checked for fleas by the School Nurse or designated school personnel.

2. If fleas are found, the parents/guardian of the student shall be contacted and the student will be sent home with their belongings.
3. Parents/guardians will be instructed to manually remove fleas from the child's hair and body.
4. Parents/guardians will be given instruction on proper treatment of any pets in the home and home environment.

B. Readmission to School

1. In order to be readmitted to school, the student must provide written verification that treatment of home pets and environment has occurred. The student will be examined by the school nurse or designee to determine if there are any live fleas in the student's hair.
2. If no live fleas are present, the student may return to the classroom. If live fleas are present, parents will be notified to remove fleas.
3. Flea checks by the school nurse or designee will occur daily until there is a period of two weeks where no live fleas are found on the student. Random flea checks will occur if signs of reinfestation are noted (i.e., student noted to be scratching head, fleas seen crawling on student's body).

C. School Environment

1. Flea checks and screening may be done at the discretion of the School Nurse or designated personnel on any child as necessary during the school year.
2. Individuals living in the same household as the affected student may be checked for fleas on an as needed basis.
3. The name of the student with fleas will remain confidential and will be released only to the extent authorized by law.

II. Guidelines for Cleaning Classrooms/Related Environment

A. Classroom

1. Classroom pets in the class of the affected student shall be removed from the school.
2. The classroom will be vacuumed daily for two (2) weeks after the last known live flea on the student.

B. Home

1. Parents/guardians will need to manually remove fleas from the child's hair and body.
2. The parent/guardian will be instructed to do daily flea checks until they have found no fleas on the student for two (2) consecutive weeks. Fleas hatch in 10-14 days.
3. If pets are present in the home, the parent/guardian will be instructed to consult a veterinarian for specific recommendations, which may include the following:
 - a. Use of pet flea shampoo, sprays, dusts, cream, aerosols, roll-ons and/or dips
 - b. Combing pets with a flea comb
 - c. Use of pet flea collars
4. Parents/guardians will clean the home environment by:
 - a. Vacuuming the home thoroughly on a daily basis until the fleas have been eliminated and discard the vacuum bag after use.
 - b. Mop all floors and shampoo carpets.
 - c. Wash removable coverings, including rugs and bedding.

C. Education

1. The School Nurse, or his/her designee, shall provide the parent/guardian of the student identified as having scabies with instructions on treatment protocols.
2. Information about fleas will be shared with appropriate school staff.

SCABIES GUIDELINES

I. Procedures for the Control and Treatment of Scabies in School

A. If scabies is present or suspected, the following shall occur:

1. The student shall be excluded from the classroom, the parents/guardian shall be called and, the student will be sent home for appropriate treatment.
2. Parents/guardians shall seek medical advice, requesting prescription medication to treat the problem as over-the-counter remedies are not effective.
3. Students sent home due to scabies are permitted to return to school following treatment under the conditions identified in section B.
4. Parents/guardians shall also be asked to inspect all other close contacts or family members for itching, especially between fingers, on elbows, hands, wrists and waistline, with any additional suspected cases be referred to a physician's care for evaluation and treatment.

B. Readmission to School

1. The student may return to school upon receiving at least one day (24 hours) of the prescribed treatment provided that written verification of diagnosis and treatment from the physician are provided upon the students return to school.
2. If repeated infections occur despite proper treatment, an inquiry of unrecognized cases among household members should be undertaken. The most common cause of treatment failure is inadequate treatment of close personal contacts. It is recommended that all family members receive prophylactic treatment.

C. School Environment

1. Generally accepted guidelines for cleaning the classroom shall be followed for those classrooms of diagnosed cases. The building cleaner/custodian shall be asked to clean the classrooms used by the student.
2. Letters to parents/guardians of all students in the affected classroom shall be sent home with the students explaining that a case of scabies has been discovered in their child's classroom and instructions on how to monitor their own child(ren) for scabies.
3. The School Nurse, or his/her designee, shall assess classmates in contact with the student with the diagnosed case of scabies should they present with symptoms.

II. Guidelines for Cleaning Classrooms/Home Environment

- A. Home environment shall be thoroughly vacuumed, including pillows, furniture, mattresses, carpets, cars and other articles not easily washed. Classroom carpets and furniture shall be thoroughly vacuumed.

- B. All personal bedding and clothing worn or used next to the student’s skin anytime during the 3 days before treatment should be machine-washed and dried using the hot water and hot dryer cycles or be dry-cleaned.
- C. Items that cannot be dry-cleaned or laundered can be disinfested by storing in a closed plastic bag for several days to a week.
- D. Environmental disinfestation using pesticide sprays or fogs generally is unnecessary and is discouraged.
- E. Education
 - 1. The School Nurse, or his/her designee, shall provide parent/guardian of student identified as having scabies with instructions on treatment protocols.
 - 2. Scabies Fact Sheet will be shared with appropriate school staff.

BED BUG GUIDELINES

I. Procedures for the Control and Treatment of Bed Bugs in School

- A. Any student who is suspected of carrying bed bugs shall be removed from the classroom as unobtrusively as possible, along with all belongings for further investigation and identification.
- B. If bed bugs are found or suspected, the following shall occur:
 - 1. The child and personal items will be discretely removed from the classroom for further investigation.
 - 2. Any bed bugs found should be removed and can be placed in rubbing alcohol or alcohol-based hand sanitizer in a sealed container for identification.
 - 3. The School Nurse or designated personnel shall notify the affected student’s parents/guardians and provide educational materials on bed bug management and control.
 - 4. Siblings of the affected student should also be checked for the presence of bed bugs/bed bug bites.
 - 5. Classrooms will be inspected for additional bed bugs.
 - 6. Students will not be excluded from the classroom due to bed bugs, but staff may continue to monitor classrooms, common areas and individuals for complaints of bed bugs or bug bites.
 - 7. Parents/guardians will be encouraged to contact a professional pest control company or their landlord/management company if in a rental property.
 - 8. Should a student that repeatedly comes to school with bed bugs, the school may request that additional measures be taken. A referral to Jefferson County Health Department for assistance or investigation may be made.
- C. School Environment
 - 1. In a discreet manner, the student’s belongings and/or desk or locker may be inspected for bed bugs.
 - 2. Staff will work to reduce the amount of unused items in classrooms as to prevent clutter and places for bed bugs to settle.

3. Items (clothes, coats, bags) should be stored in clear plastic containers when possible.
4. Minimize use of rugs and upholstered furniture in classrooms and common areas.

II. Guidelines for Cleaning Classrooms/Related Environment

A. Classroom

1. Necessary rugs should be vacuumed frequently.
2. Classrooms and common areas should be thoroughly cleaned on a regular schedule with special attention to cracks, crevices and upholstered furniture.
3. Hard surfaces can be washed with hot soapy water.
4. Washables should be laundered in hot soapy water and dried at the highest temperature, at least 120 degrees, for 30 minutes or sent home with the student in a plastic bag.
5. If a bed bug is found within a classroom, notify the Building and Grounds Director. A pest management control company may be contacted for an inspection and possible treatment.
6. In preparation for bed bug treatment, the affected classrooms will be vacuumed and all removable items should be placed in sealed bins and left for further inspection. Debris from the vacuum will be immediately discarded and removed from the building. Additional guidelines may be provided by the pest control company.

B. Personal Belongings

1. The student will be provided with plastic bags or bins to store their belongings in order to prevent any bed bugs from spreading throughout the school.
2. The School Nurse or school staff may recommend that the student limit the items brought to school in order to reduce the chance of bed bugs brought in.
3. The student's clothes may be placed in a dryer for 30 minutes on high to kill the bed bugs.

C. Education

1. Bed Bug Fact Sheet will be sent home with the affected student and shared with appropriate school personnel.
2. Building administrator may determine if parents and/or staff be notified if there has been a confirmed bed bug (introduction) in the school.
3. Parents/guardians of students in the entire building must be notified if there is an infestation in the school.

ADMINISTERING MEDICATION

Board Policy JHCA-E(4) – Administering Medication to Students

If possible, please arrange for your child to take medication outside of school hours and outside of school-sponsored activities. Practitioners can often prescribe medications to be given before or after school.

Students in grades EC-12 may not self-administer or carry any prescription medication. However, students in grades EC-12 who need to carry and self-administer certain emergency prescription medication, such as epi-pen, asthma inhaler, insulin, glucagon, may do so if a medication form is completed by the student's practitioner and parent/guardian. The student should keep these emergency medications in a safe place.

Students in grades EC-8 may not self-administer non-prescription medication while at school or during a school-sponsored activity with the exception of cough drops. Cough drops must be brought to school in the original container and may not be shared with other students. Students must notify the school office upon their arrival that they have cough drops in their possession.

Students in grades 9-12 may self-administer oral non-prescription medication while at school or during a school-sponsored activity. In such cases, a medication form shall be completed by the parent/guardian. Oral non-prescription medications must be brought to school in the original container. The student may keep such medication in their locked locker, however, it is highly encouraged that medication be kept locked in the office. Students self-administering non-prescription medication may not provide this medication to other students.

If your child must take medication at school or during a school-sponsored activity, you must provide the following in accordance with School District of Jefferson policy and procedures:

FOR PRESCRIPTION MEDICATION:

1. A parent/guardian and the practitioner must fill out and sign a medication form. The written orders from the practitioner must include the current name of the medication, amount to be given, reason for taking the medication, time of day to be administered, and side effects of the medication.
2. If the medication is to be administered by school personnel, a pharmacy labeled container (most pharmacists will give you an extra one for school use by asking) with a small amount (1-2 weeks) of medication in it. The label must contain the name and telephone number of the pharmacy, student's name, name of practitioner, name of the drug and the dosage to be given. Parents/guardians should restock and provide safe delivery of medications to school. The school will keep these medications in a locked area in the school office.

FOR NON-PRESCRIPTION MEDICATION:

1. A parent/guardian must complete and turn in to the office a medication form.
2. If the medication is to be administered by school personnel, the medication must be provided to the school by the parent/guardian, in the original manufacturer's container or package with the student's name on it. Small containers are encouraged. Parent/guardian instructions may not exceed the recommended manufacturer dosage.

TWO-WAY COMMUNICATION DEVICES

Board Policy JFCK – Student Use of Two-Way Communication Devices

The use of two-way communication devices by students on school premises during school hours is prohibited, except as specifically authorized by the building principal. Students violating this policy shall be disciplined in accordance with established procedures.

This policy shall be published in student handbooks and distributed annually. Individual building guidelines will be provided to parents/guardians and students annually.

WELLNESS

Board Policy JHK - Wellness

The Board of Education supports a school environment that encourages and models nutritious eating habits and physical activity, promoting academic success, and lifelong healthy behaviors. We foster in our students and staff the acquisition of skills that promote lifelong healthy eating habits and physical activity. This is done through a coordinated effort that involves school district staff, students, parents, and community members. The following components are incorporated as appropriate: food services, health education programs, physical education programs, health services, staff wellness programs, guidance and counseling services, and other efforts to promote a healthy school environment.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) E-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

WELLNESS POLICY GUIDELINES FOR IMPLEMENTATION AND EVALUATION

The District Wellness Committee will meet at least once per semester throughout the school year. The Wellness Committee will be coordinated by the Director of Special Education and Pupil Services, School Nurse, and the Student Nutrition Director. In collaboration with building administrators, the Wellness Committee will have the responsibility of ensuring that schools in the district meet the goals of the local wellness policy. The District encourages participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process. The Wellness Committee will meet annually to establish goals and oversee school health policies and programs, including development, implementation, and periodic review and update of this wellness policy. The District will conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The District will make the Wellness Policy, including any updates, available to the public on an annual basis, via online student enrollment, district website, and school newsletters.

Student Nutrition

The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All meals meet or exceed current nutrition requirements established under the Healthy Hunger-Free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf).

All food and beverages sold and served outside of the school meal programs (“competitive” foods and beverages) shall, at a minimum, meet the standards established in USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/toolsschoolsfocusingSMARTsnacks>.

All foods offered on the school campus shall meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members. A Healthy Classroom Snack List (JHK-E) will be provided to parents of all students in the Jefferson School District on a yearly basis at registration time and/or at the time they are enrolled.

Caffeinated beverages shall not be sold during the school day.

Home-baked foods are not considered safe for sharing in the classroom and will not be allowed to be shared with others.

Food rewards or incentives are discouraged for use in classrooms to reward or encourage student achievement or desirable behavior. If used, they should be done rarely and come from the Healthy Classroom Snack List (JHK-E).

Physical Activity

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The physical education program shall be designed to emphasize physical fitness, nutrition and encourage healthy active lifestyles. Staff members are encouraged to model healthy active lifestyles. Physical activity should include regular physical education, co-curricular activities, and recess. Physical activity should be integrated across the curriculum throughout the school day for all students grades Pre-K through 12.

The Surgeon General recommends children and adolescents should participate in 60 minutes of physical activity every day. The District shall provide students with physical education, using an age appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The District shall also provide opportunities for students to participate in physical activity in addition to physical education.

Goals for Physical Activity:

Students will meet or exceed the following goals:

- Students in grades K-5 will receive physical education from a licensed physical education teacher a minimum of 90 minutes per week.
- Students in grades 6-8 will receive physical education from a licensed physical education teacher a minimum of 200 minutes every two weeks for two quarters.
- Senior High students will receive physical education from a licensed physical education teacher a minimum of 3 semesters in 4 years of schooling.
- More than 25% of all High School students will participate in a 4th semester of physical education as taught by a licensed physical education teacher within the 4-year time line.

- Students will be encouraged to participate in activities during recess. Alternate consequences will be utilized rather than removal of physical activity as much as possible.
- All teachers will be encouraged to offer short (3-5 minute) activity breaks throughout the school day.

School and Staff Wellness Promotion

The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student wellbeing. All staff members are encouraged to model healthy eating and exercise as valuable parts of daily life. The Surgeon General recommends adults should participate in 30 minutes of activity at least 5 days per week.

The district will offer professional learning opportunities and resources for staff to increase knowledge, skills, and strategies that promote healthy lifestyles for students and staff.

The District will work with community partners, including Fort Healthcare, Watertown Community Health Foundation, Jefferson Parks and Recreation, Jefferson County Health Department, and PADA to support district wellness.

Nutrition Standards – Fundraising and Vending Machines

The District adheres to the Wisconsin Department of Public Instruction fundraiser exemption policy which allows two exempt fundraisers per student organization per school per year. All other fundraisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

The following will apply: Elementary schools will not have vending machines; the vending machines in the Middle School will have timers; vending machines at the High School will operate per the High School handbook. These guidelines shall not apply to vending machines in the teachers’ lounges at district schools. The Wellness Committee will encourage a wide variety of items in vending sales and will encourage low cost healthy items.

Nutrition Education and Promotion

Nutrition curriculum shall be offered as part of a sequential, standards-based program designed to provide students with the knowledge and skills necessary to promote health. Curriculum will focus on key concepts presented in standards that promote healthy eating behaviors, food safety, and nutrition for growth, health, and energy. The standards support variety, moderation, and balance in food choices, with the ultimate goal of engaging students in their education as they make healthier choices for themselves and their families.

Review and Evaluation

The Wellness Committee will monitor goals and objectives for the District on an annual basis. The District’s Wellness Policy will be updated as needed based on evaluation results, District changes, emersion of new health science information/technology, and/or new federal or state guidelines as issued.

WELLNESS POLICY GUIDELINES TO HEALTHY CLASSROOM SNACKS

The School District of Jefferson Snack List was developed to provide guidance to parents in selecting healthy and nut-free snacks for sharing in the classroom.

- Snacks should not be too messy for teachers to serve in the classroom.
- Snacks should be appealing and taste good to kids.
- Please bring napkins, cups and other serving items as needed. Teachers do not have these supplies in their classroom.

- Fruits, vegetables, and healthy dips, yogurt, cheese, whole grain foods, and other healthy choices like dried fruit are preferred snack choices.
- According to new USDA guidelines, less than 35 percent of total calories should come from fat, and less than 10 percent from saturated fat.

These items are NOT acceptable classroom snacks:

- Peanut, almond, cashew, and other nut butters
- Home-baked goods and pastries
- Candy

Snacks containing peanuts or nuts are not allowed. This includes snacks containing almonds, Brazil nuts, cashews, hazelnuts, macadamias, pecans, pine nuts, pistachios, walnuts, and/or sesame seeds or foods made in a facility that processes nuts.

Items on the Healthy Classroom Snack List have been selected because, at this time, they do not contain peanut or nut products. These items HAVE NOT been reviewed for other major allergens. Parents (and teachers) of food allergic children are encouraged to check product labels every time to be sure that the products are free of their child’s offending allergens, free from cross-contamination, and safe for their child to eat. Checking manufacturer websites may also provide helpful information.

HEALTHY CLASSROOM SNACK LIST

FRUITS / VEGETABLES				
<i>Fruit can be served whole, sliced, cut in half, cubed, or in wedges.</i>				
FRESH FRUITS	FRESH VEGETABLES	FROZEN FRUIT	VEGETABLES & DIPS	OTHER IDEAS
Strawberries Raspberries Blueberries Oranges Apples Grapes Melons Peaches Pears Pineapple Banana	Cucumbers Broccoli Green Beans Peppers Sugar Snap Peas Carrots Celery Veggie “Matchsticks”	Blueberries Strawberries Mangoes Melon Ball	Hummus Bean Dip Salad Dressing Salsa	Smoothies Applesauce Fruit Cups/Kabobs Canned Fruit Dried Fruit Raisins/Cranberries All Natural Fruit Rollups Fruit Salad Fruit Sorbet Fruit Juice Popsicles Veggie Pockets Fruit Leathers Soy (Edamame) Salad in a Bag Fruit Snacks Veggie Burger Fruit Platter with Low-Fat Yogurt Dip

LOW-FAT DAIRY	HEALTHY GRAINS/MUNCHIES	BEVERAGES
<p><i>To protect children’s bones and hearts, make sure all dairy foods are low-fat or fat-free, such as yogurt and low-fat pudding.</i></p>	<p><i>Serve mostly whole grains which provide more fiber, vitamins, and minerals than refined grains.</i></p>	<p><i>Choose only 100% fruit juice, but limit juice to no more than 6 ounces for 1- to 6-year olds and no more than 12 ounces for 7- to 18-year olds.</i></p>
<p>Low-Fat Cheese String Cheese Low-Fat Yogurt Frozen Yogurt Low-Fat Ice Cream Low-Fat Cream Low-Fat Pudding Low-Fat Cottage Cheese Yogurt Beverages Yogurt Popsicles Reduced-Fat Milk</p>	<p>English Muffins Bagels Pita Bread Sticks Rice Cakes Flat Bread Trail Mix—No Nuts Tortillas Breakfast Cereals-Low Sugar: Chex Cinnamon Oats Bites Crispix Crispy Rice Frosted Mini Spooners Frosted Mini Wheats Frosted Shredded Wheat Life (Original/Cinnamon) Shredded Wheat Toasted Cinnamon Squares Toasted Corn or Wheat Toasted Oats Cereal Bars Nutri-Grain Bars Low-Fat Muffins Fig Newton's Gingersnaps Popcorn Baked Tortilla Chips Baked Lays, Bugles, Doritos Reduced-Fat Pringles Pretzels—Not Snyder Chex Mix Gardetto’s Reduced–Fat Crackers: Goldfish Crackers Animal Crackers Graham Crackers Saltine Crackers Wheat Thins Triscuits</p>	<p>Water Seltzer/Sparkling Water Low-Fat/Fat-Free Milk 100% Fruit Juice Vegetable Juice Yogurt Drinks Soy Drinks Rice Drinks Crystal Light Tea Without Sugar Added Fruit Flavored Water Without Sugar</p>

CIVIL RIGHTS INFORMATION

The Jefferson Public Schools are subject to all laws and regulations of the State of Wisconsin and the United States of America. Among those laws and regulations is the protection of the rights of all citizens, regardless of their race, creed, sex, age, or handicapping condition. The District intends to fully comply with the protection of those rights.

The Jefferson Board of Education has adopted two separate policies dealing with equal opportunities and the protection of civil rights. The District also has a grievance procedure and form for individuals who feel their civil rights have been violated. That form is available from any school office.

Board Policy JB – Equal Educational Opportunities

The state of Wisconsin and the School District of Jefferson are committed to equal educational opportunities for all students. The Jefferson Board of Education, as an agent of the state, acknowledges this commitment and shall ensure that a program of equal educational opportunity exists for all students in the School District of Jefferson.

It is the policy of the School District of Jefferson, that no person, on the basis of sex, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap, may be harassed or denied admission to any school in this district or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity. This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, national origin, color), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability).

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

The district shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

The district further assures that all contractors, subcontractors, subgrantees, or others with whom it arranges to provide services or benefits to its students in connection with its educational programs or activities are not discriminating in violation of Title VI, (race, national origin, color), Section 504 (handicap), Title IX (sex) or the Americans with Disabilities Act (disability) and related regulations, guidelines, and standards.

It shall be the responsibility of the Director of Special Education and Pupil Services to examine existing policies and develop new policies where needed to ensure that the School District of Jefferson does not discriminate pursuant to

state and federal law. The Director is designated annually to receive complaints filed under this policy. He/she shall assure adoption of a complaint procedure to resolve complaints alleging violation of state and federal laws, assure that an evaluation of the District's compliance with state law is completed as required, and submit the necessary forms as required by state law.

DISCRIMINATION COMPLAINT PROCEDURE

If any person believes that the School District of Jefferson, or any part of the school organization, has inadequately applied the principles and/or regulations of Section 504, Title IX, Title VI, Section 118.13 of the Wisconsin Statutes or the Americans with Disabilities Act, he/she may bring forward a complaint to the Equal Educational Opportunities Coordinator at the School District Office at the following address:
206 S. Taft Avenue, Jefferson, Wisconsin 53549.

INFORMAL COMPLAINT PROCEDURE

The person who believes he/she has a valid basis for complaint shall discuss the concern with the Equal Educational Opportunities Coordinator, who shall in turn investigate the complaint and reply to the complaint in writing within five business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed below.

FORMAL COMPLAINT PROCEDURE

STEP 1: The complainant must submit to the Equal Educational Opportunities Coordinator a signed, written, "Statement of Complaint" within five business days of receipt of the written reply to the informal complaint. The "Statement of Complaint" shall name the complainant, state the facts giving rise to the complaint, identify all the provisions of the rules and regulations alleged to be violated, state the contention of the complainant with respect to those provisions, indicate the relief requested and be signed by the complainant. The Coordinator shall give the complainant an answer in writing no later than 10 business days after receipt of the written complaint.

STEP 2: If the complainant wishes to appeal the decision of the Equal Educational Opportunities Coordinator, he/she may submit a signed statement of appeal to the Superintendent within five business days after receipt of the Coordinator's response to the grievance. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 business days by certified mail.

STEP 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within 25 business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Secretary to each concerned party within 10 business days of this meeting by certified mail.

STEP 4: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to the State Superintendent of Public Instruction within 30 days of the Board's decision.

Nothing in these procedures shall preclude individuals from filing a complaint directly with the Office of Civil Rights as authorized by federal law.

SPECIAL EDUCATION GRIEVANCE PROCEDURE

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with disabilities shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.

FEDERAL PROGRAM GRIEVANCE PROCEDURE

Discrimination complaints relating to programs specifically governed by federal law or regulation (commonly referred to as EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.

Board Policy JBB – Equal Educational Opportunities Coordinator

The Board designates the Director of Special Education and Pupil Services as the District’s Equal Educational Opportunities Coordinator. His/her responsibilities shall include, but shall not be limited to:

1. Receiving, reviewing, and becoming familiar with various materials from the state and federal governments relative to nondiscrimination requirements.
2. Maintaining local district files of compliance documents.
3. Making recommendations to the Superintendent and Board of Education relative to the assurances made by the District’s equal educational opportunities policies.
4. Causing to be posted, published, distributed, etc., the various notices of the district’s compliance with state and federal nondiscrimination laws.
5. Serving as a grievance hearing officer for individuals or groups who allege discrimination by the district under provisions of Titles VI and IX, Section 504, section 118.13 of the Wisconsin Statutes, or the Americans with Disabilities Act.
6. Keeping records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:
 - a. The name of the grievant or complainant and his/her title or status.
 - b. The date the grievance was filed.
 - c. The specific allegation made and any corrective action requested by the grievant.
 - d. The name(s) of the respondents.
 - e. The levels of processing followed, and the resolution, date and decision-making authority at each level.
 - f. A summary of facts and evidence presented by each party involved.
 - g. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

The Equal Educational Opportunities Coordinator may develop and implement such procedures as are necessary to maintain the district’s assurances of compliance.

Board Policy JCA - Education of Homeless Children and Youths

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 Director of Special Education and Pupil Services 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 Director of Special Education and Pupil Services 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, middle 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.

PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTHS

A. Admission and Placement of Homeless Child or Youth

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

1. The homeless child's parent or guardian, or any unaccompanied homeless youth, shall be advised of their choice of schools. The homeless child/youth shall be allowed to either continue his/her education in the school of origin for the duration of the homelessness or be placed in the school that similarly situated non-homeless children/youths living in the District are eligible to attend. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When the child or youth completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

School selection decisions shall be made based on the best interest of the homeless child/youth. In determining the best interest of the child/youth, the District shall:

- a. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth, and
- b. Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of the homeless child/youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District assigns a homeless child to a school other than the school of origin or a school requested by the parent or guardian or unaccompanied youth, the District shall provide the child's parent or guardian or unaccompanied youth with a written explanation of the reason for its determination, including information regarding the right to appeal the school selection or enrollment decision. School selection or enrollment disputes shall be handled as outlined in Section B below.

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

B. Eligibility, School Selection or Enrollment Disputes

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

Board Policy ACB – Student Harassment Policy

A safe, healthy, and supportive educational environment is essential for students to grow socially and emotionally and to learn and achieve academically. The School District of Jefferson expects self-discipline and responsibility on the part of all students and expects that all students will treat others with respect, fairness, honesty, and caring consideration. No forms of harassment, bullying, or hazing will be tolerated at school, at school functions, on school transportation or in connection to any activity sponsored by the District. Any harassment that occurs outside of the school environment and leads to substantial disruption of the educational mission of the school will not be tolerated and will be reported to other authorities or agencies. For the purposes of this policy:

Harassment is defined as:

- Any act or attempted act intended to cause physical injury, or emotional suffering or property damage through intimidation, stress, humiliation, bigoted epithets, vandalism, force or threat of any of the above, motivated by, but not limited to hostility towards the victim's real or perceived sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, disability/handicap or any other basis protected by state or federal law.

Sexual harassment is defined as:

- Unwelcomed sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature made by any student to another student or by any student to a district employee when such conduct has a purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive school environment. Sexual harassment may include, but is not limited to verbal harassment or abuse, pressure for sexual activity, repeated remarks to a person with demeaning implications of a sexual nature, and/or unwelcomed touching.

Bullying is defined as:

- Repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse or through attacks on the property of another. It may include, but is not limited to actions such as verbal taunts, spreading rumors, name calling, putdowns, extortion of money or possessions, and exclusion from peer groups within the school.

Cyber Bullying is defined as:

- The use of information and/or communication technologies such as but not limited to e-mail, cell phone and pager text messages, social networking sites, video posting sites, instant messaging, defamatory personal websites, and defamatory on-line personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Hazing is defined as:

- Any intentional, knowing or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort, or that results in property damage or theft and is directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team sponsored or supported by the school district and whose membership is totally or predominately other students in the school district.

Any student who believes he/she has been subjected to any form of harassment, bullying, or hazing should follow the district's harassment complaint procedures. These written procedures can be found or obtained from any school office personnel or from the Superintendent's Administrative Assistant. Harassment complaint procedures can also be found in student handbooks, on the district's website, and in the Family Information Publication.

The District will take each complaint seriously, treat each complaint fairly and respond to complaints promptly. The District's written compliance procedures will be the framework for all investigations. Every effort will be made to maintain confidentiality. However, while the District is sensitive to and understands the desire of victims of alleged harassment to keep their identities confidential, it is also important that any harassment which exists does not continue to occur. The identity of the complainant and his/her statement shall be kept confidential with disclosure only to those having an immediate need to know, such as the receiving authority, the alleged harasser, and any witness required to be interviewed during the allegations.

No employee, student, or other person in the school environment shall attempt to restrain, interfere with, coerce, discriminate against, take reprisal against, retaliate against, or submit to retribution a complainant(s), witness(es), target(s) of harassment, or person(s) participating in an investigation during or after the presentation, processing, or resolution of a complaint.

Any offender of this policy shall be subject to district disciplinary action or referred/reported to law enforcement, social services, or other appropriate agencies. From a school perspective, consequences and appropriate remedial action for

students who commit acts of harassment, bullying, or hazing may range from behavioral interventions to suspension or expulsion from school. Communication, as appropriate, will occur with parent(s)/guardian(s).

On an annual basis notice of this policy and accompanying procedures shall be circulated and made known to all staff, students, and parents in the district. Said policy shall be incorporated into student handbooks, district newsletters, and the District Family Information Publication.

The administration will inform employees and students of the policy, take action to eliminate sources of harassment that exist in the district, create an educational program to prevent harassment, and develop/implement a complaint procedure.

Guidelines for Implementing the District's Student Harassment Policy

The District will take appropriate steps to eliminate any form of harassment, bullying, or hazing from the school environment. Students who believe they are the victim of harassment, bullying, or hazing or who observe incidents of said behaviors will follow the procedures outlined below.

Complaints will be presented orally or in writing to a principal, a teacher, counselor, or any other staff member. Student reporting must be done within thirty days of the incident unless unique circumstances exist. The complaint is to be documented by completing the Harassment Complaint Form [ACB-E(1)].

All complaints will be sent to the principal of the school where the student is enrolled. After receipt of the complaint, the principal will:

1. notify the parent(s)/guardian(s) of their individual student's involvement unless the student has reached the age of majority and requests such not occur.
2. conduct an investigation of the complaint by:
 - interviewing appropriate individuals;
 - substantiating facts, gathering evidence, and collecting pertinent data;
 - reviewing appropriate behavioral records of the student(s) involved.

If at any time during the investigation it appears a criminal act has occurred, law enforcement officials will be immediately notified.

3. determine whether harassment has occurred or the complaint cannot be substantiated.
4. determine the appropriate disciplinary action to be taken if it has been decided harassment occurred. What disciplinary action to be taken will depend on the nature and seriousness of the incident and whether it is an isolated or repeated offense.

Disciplinary action could include:

- behavioral interventions such as after-school detentions, loss of network privileges, referral to social worker or school counselor, verbal/written apologies, restitution, behavioral contracts, etc.;
 - in-school or out-of-school suspension;
 - referral for expulsion as per Wis. Stats. §.120.13 and §.19.85.
5. complete a report to document the disciplinary action taken. Parent(s)/guardian(s), as appropriate and involved student(s) will be notified in writing of any recommendations or disciplinary action. The report will be placed in the offending student(s) disciplinary file in the principal's office and will be maintained as determined in the report.
 6. carry out any necessary follow-up communication with parent(s)/guardian(s), involved students, counselors, teachers, or other administrators as per the principal's discretion.

Younger students, students with limited English proficiency, or students with disabilities may have the procedures modified to accommodate individual needs that might interfere with the individual filing a complaint. Any modification to the procedures identified above shall be documented in writing by the principal along with the rationale for making the modification.

Board Policy KLA – Public Complaints

The School District of Jefferson’s Board of Education, administrative staff, and professional staff strive to provide quality educational services. The programs and policies of the Board are designed with the intent to provide a safe and healthy environment that fosters student growth and enriches learning. The district recognizes that to successfully meet this intent the Jefferson community, parents/guardians, students, school staff, and Board must work as a team. As with all large organizations, problems may occur that require the attention of the organization to reach a resolution. When problems occur, established procedures may be used by the district to reach a resolution. The Board of the School District of Jefferson provides clear, responsible vehicles to address complaints of all its constituents.

Board members who receive an identified or anonymous complaint shall refer the complaint to the Superintendent. The Superintendent shall then inform the appropriate administrator. In the event the complaint is regarding the Superintendent, the issue should be referred to the Board President. If the complaint is regarding a Board member, the issue shall be referred to the Board President, or Vice President if it is regarding the Board President. The Board President or Vice President shall then inform the appropriate Board member.

Complaints about instructional/library materials or curriculum shall be handled in accordance with procedures found in Board Policy KLB, Public Complaints about Instructional or Library Materials.

This policy does not preclude any complaint procedures contained in civil or criminal procedures or the district’s Employee Handbook.

Guidelines for implementing general complaint procedures:

The following procedures shall be used to address concerns of all constituents, other than concerns about instructional/library materials or the curriculum. Complaints about instructional/library materials or curriculum shall be addressed in accordance with procedures in Board Policy KLB, Public Complaints about Instructional or Library Materials.

There are three different procedures for the filing and handling of public complaints: (a) procedures for addressing complaints with the individual directly involved with the issue; (b) formal complaint procedures; and, (c) procedures for addressing verbal complaints with other than the individual directly involved and anonymous complaints.

I. Procedures for Addressing Complaints with the Individual Directly Involved with the Issue

A. If the complaint is related to the classroom:

1. The concerned party is encouraged to contact the classroom teacher first.
2. If the classroom teacher does not satisfactorily address the complaint, the concerned party should contact the building principal.
3. If the building principal does not satisfactorily resolve the complaint, the concerned party should contact the Superintendent.

4. If the concerned party cannot determine whom to call and wants/needs more information or does not understand the process, the concerned party may call the district office (920-675-1010) for assistance.
- B. If the complaint is related to a particular school, the concerned party should:
 1. Contact the building principal.
 2. If the building principal does not satisfactorily resolve the complaint, the concerned party should contact the Superintendent.
 3. If the concerned party cannot determine whom to call and wants/needs more information or does not understand the process, the concerned party may call the district office (920-675-1010) for assistance.
 - C. If the complaint is related to the district, the concerned party should:
 1. Contact the Superintendent.
 2. If the concerned party cannot determine whom to call and wants/needs more information or does not understand the process, the concerned party may call the district office (920-675-1010) for assistance.
 - D. If the complaint is related to the Superintendent or a member of the Board of Education:
 1. A signed letter should be mailed to the Board President, or Vice President if the complaint is regarding the Board President.
 2. The Board President or Vice President shall determine an appropriate course of action which may include a meeting with the appropriate Board committee or the full Board of Education.

II. Formal Complaint Procedures

Under this policy, any person may file a complaint by submitting a signed written complaint. This complaint procedure covers all complaints other than complaints about instructional/library materials or the curriculum. For example, it includes concerns regarding the relationship between staff and students or parents/guardians. This procedure does not preclude alternative procedures for specific matters for which other procedures are in place such as: lawsuits, grievances, discrimination claims, legal claims that have been filed against the district, criminal investigations, Juvenile Court proceedings, special education appeals, claims pending before an administrative agency, claims which are subject to a hearing before the Board or other administrative body, other complaints for which an investigation may be inappropriate, such as changes in Board policy, etc.

- A. Prior to filing a complaint, the concerned party may meet with the Superintendent. The purpose of such a meeting is to: (a) explain the Board's complaint policy and these procedures and provide the complainant with a copy; (b) gather information and answer questions; and, (c) assist the complaining party, as appropriate.
- B. The complainant shall provide a signed, written complaint and file it with the Superintendent within 20 days after the alleged act(s) occurred or within 20 days of the last occurrence of an ongoing condition. The Superintendent's office is located at the district office, 206 South Taft Ave., Jefferson, WI 53549. A complaint shall be deemed filed on the date received if delivered or on the date postmarked if mailed.

After a complaint has been filed: (a) the Superintendent shall be responsible for processing the complaint; and, (b) either the complainant or each party against whom the complaint has been filed may meet with the Superintendent individually. The Superintendent may also schedule a meeting with the complainant and the

party(ies) against whom the complaint has been filed together as deemed necessary and/or appropriate to discuss the complaint and seek resolution regarding the complaint.

- C. The Superintendent shall send to the complainant a written acknowledgement of the receipt of the complaint as soon as practicable and, unless a copy has already been provided, a copy of the complaint procedures shall be sent to the complainant.
- D. The Superintendent shall establish a complaint file. The file shall contain all documents pertinent to the complaint. The file should include, but should not be limited to: (a) the complaint; (b) documents compiled as part of the investigation; and, (c) a statement of resolution, if any.
- E. Within seven days of receiving a complaint, the Superintendent shall notify each party against whom the complaint has been filed that a complaint has been filed and provide a copy of the general complaint procedures.
- F. The Superintendent shall send each party against whom the complaint has been filed a copy of the complaint. To protect the complainant's identity,* the Superintendent may redact any reference to his/her identity from the copy of the complaint.
- G. Prior to processing the complaint, the Superintendent shall coordinate a meeting with the complaining party and the party(ies) against whom the complaint is being filed.* Should either party feel that no such meeting should be held, he/she may provide to the Superintendent a compelling reason why no meeting should be held. Examples of compelling reasons may include the fact that previous meetings between the parties have been held without a satisfactory resolution of the complaint, that a meeting could result in violence, that a party may feel threatened or intimidated by having further contact, by mutual consent of both parties, the complainant wishes to keep his/her identity confidential, etc. The party making the request not to meet shall be required to provide the underlying basis for his/her compelling reason. If the Superintendent, after reviewing the basis for not holding a meeting, determines that a meeting should be held, a meeting shall be held.

Either party may appeal within 10 business days to the Board of Education the Superintendent's determination that a compelling reason has or has not been provided. If on appeal the Board of Education reverses the Superintendent's decision, it shall remand the case back to the Superintendent for further proceedings.

The Board of Education's decision regarding the compelling reason shall be final. Should an employee refuse to meet, he/she could be subject to discipline consistent with the terms of the Employee Handbook, if such agreement is applicable. Such discipline could include any action from an oral warning to dismissal. Should the complainant refuse to meet, his/her complaint may be dismissed.

If the Complainant is not satisfied with the Superintendent's decision, the Board President may consider any request received by a Complainant to appear before the appropriate Board committee or the full Board of Education. Such request must be made in writing and justification for said request must be outlined in the written request. The Board President shall distribute a copy of the written complaint to all Board members. If a hearing before the appropriate Board committee or the full Board is deemed appropriate, the Board committee or full Board retains the right to identify if said hearing will be held in Open Session or Closed Session, in compliance with Wisconsin State Statutes and the nature of the complaint.

- H. All complaints shall be finalized with a written response from the highest level of management involved in the resolution of the complaint.

Any party has a right to contact and otherwise communicate with any person including a district employee who consents to such contact or communication regarding matters pertaining to the complaint. No district employee shall attempt to or restrain, interfere with, coerce, discriminate and/or take reprisal action against the complainant(s) and

his/her witnesses or any other person in connection with the complaint or the procedure related thereto during or after the presentation, processing, and resolution of a complaint.

*It is important for citizens to understand that formal complaints processed under these procedures may become part of the public record. The question of whether a complaint can be maintained with confidentiality may be an issue beyond the control of the district. It is the policy of the district not to keep the identity of a complainant confidential. Should the complainant indicate to the Superintendent that he/she wishes to keep his/her identity confidential, the complainant must satisfy the requirements of II.G. and the Superintendent must make a determination that nondisclosure of the complainant’s identity will not make the complaint impossible to process or investigate. Should the complainant satisfy the requirements of II.G. and nondisclosure of the complainant’s identity will not make the complaint impossible to process or investigate, then the complainant’s identity shall be kept confidential, except as otherwise required by law. However, should the complainant desire to keep his/her identity confidential, but he/she either does not notify the Superintendent of his/her desire, does not satisfy the requirements of II.G. or should it be impossible to process or investigate the complaint without disclosing the complainant’s identity, as determined by the Superintendent the complaint may be dismissed.

III. Procedures for Resolving Verbal Complaints with Other than the Individual Directly Involved and Anonymous Complaints

- A. Verbal and anonymous complaints may be filed with the Superintendent. Once filed, such complaints may be resolved on an informal basis (without a full investigation). Any person may be appointed by the Superintendent to act as a facilitator.
- C. The Superintendent shall request the party(ies) against whom the complaint is filed to seek a solution of the matter on an informal basis, and to respond to the complaint within 20 working days.

CALL US

➤ **PROGRAMS/GRADING/SCHOOL FUNCTIONS/SCHOOL ATTENDANCE**

- East Elementary School – Jake Wichman, Principal.....920-675-1400*
- West Elementary School – Mike Howard, Principal.....920-675-1200*
- Sullivan Elementary School – Nicole Krause, Principal.....920-675-1500*
- Jefferson Middle School – Nicholas Skretta, Principal920-675-1300*
- Jefferson High School – Stephen Dinkel, Principal & Richard Lehman, Associate Principal....920-675-1100*

➤ **BOARD MEETINGS/BOARD POLICIES/SCHOOL BOUNDARIES/TAXES/FACILITY ISSUES**

- Mark Rollefson, Superintendent of Schools920-675-1013*

➤ **BUDGETING/PURCHASING/TRANSPORTATION**

- Laura Peachey, Director of Business Services920-675-1044*

➤ **CURRICULUM DEVELOPMENT**

Barbara Johnson, Director of Curriculum & Instruction.....920-675-1052

➤ **SPECIAL EDUCATION SERVICES/HOMEBOUND/SUBSTANCE ABUSE/DISTRICT ASSESSMENT/TITLE II/HOMELESS COORDINATOR**

Kathy Volk, Director of Special Education & Pupil Services.....920-675-1062

➤ **SCHOOL CLOSING INFORMATION/SPECIAL EVENTS**

Visit the district's website at www.sdoj.org for the latest information on school closings and/or special events.

7/30/19