

Neal Wilkins Early Learning Center

Parent Handbook

2017-2018



... activating children's natural curiosity to learn!

425 Broadway Street
Phone: (608) 342-4040
FAX: (608) 342-4591

Neal Wilkins Early Learning Center

The mission of the Neal Wilkins Early Learning Center is to provide all students the educational foundation they need to become life-long, self-confident learners. Students are empowered to think critically, become self-starters and take personal responsibility for their learning. We strive to build a sense of community where students exhibit compassion and respect for themselves and others.

DISTRICT WIDE SERVICES

Platteville School District – 342-4000
Information Systems – 342-4007
Special Services – 342-4025
Business Services – 342-4000

INTRODUCTION: This handbook organizes information about Neal Wilkins Early Learning Center which may be helpful to students and parents. We hope you will contact school any time you have any questions or concerns that are not adequately explained or covered in this handbook.

Neal Wilkins Early Learning Center - 342-4040
office hours are 7:30 - 4:30

The School District of Platteville is an equal opportunity employer and does not discriminate on the basis of age, race, religion, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record or membership in the national guard, state defense force or any other reserve component of the military forces of Wisconsin or the United States.

Early Learning Center Programs

Early Childhood Special Education Program

The early childhood special education program provides education and related services to children age three through kindergarten with disabilities. Qualifying students who are three-year-old early childhood students attend a morning program Monday, Tuesday, Wednesday, and Thursday. Four-year-old students with disabilities are integrated into the 4K program and may also receive early childhood services as determined by their Individual Education Plan.

4K Program

The Reinvented 4K program features participation for children three days per week (M/W/F or T/TH/F) from 8:15 a.m. - 3:15 p.m. The curriculum is divided into one semester of a "Science, Nature, and Farm" theme and a second semester of "Music, World Cultures, and Art." Levels of ability and individual interests are used to design appropriate activities for all children. Students actively participate in the learning process through short-and long-term projects. Fridays are reserved for experiential learning and field trips designed to build background knowledge of our world.

Literacy The Jolly Phonics program is used to teach letter names and sounds. The literacy program is a themed based curriculum that uses stories familiar to children to teach them new vocabulary, social and emotional skills, daily living skills and even includes gross and fine motor activities. The "Read it Once Again" curriculum allows for differentiation of all activities to enhance a skill or move on to the next skill. It also provides activities for families to share together at home.

Math The "My Math" program is a comprehensive curriculum that builds upon skills to teach patterns and number sense.

Guidance Guidance is taught by our guidance counselor one day per week and addresses students' social and emotional growth using the Second Step curriculum. It also integrates our Positive Behavior and Intervention Supports system used building wide.

New and Optional!

Wrap Around Care

The UW-Platteville Children's Center will provide care for 4K students on the two days of week children are not scheduled for 4K school programming. This daycare will be managed and operated by UW-P Children's Center Staff. The programming will take place at Neal Wilkins school from 7:30-5:30 Monday -Thursday.

Kindergarten Program

The kindergarten program is a full-day, every day model. The curriculum is designed to enable students to meet the established kindergarten benchmarks as identified in the district's Content Standards and Benchmarks for Academic Success. Provisions are made for individual student interests, learning styles, and rates of achievement using intervention programs, UW-P students, parent volunteers, and others.

Reading and Language Arts is taught in kindergarten by continuing the Jolly Phonic program used in 4K. We also use the "Storytown" curriculum that is sequentially developed. Teachers use the "Daily Five" style of instruction in the Kindergarten classrooms. We utilize the "Lucy Calkins" writing curriculum.

Mathematics is taught using the "My Math" curriculum. It focuses on learning computational skills and concepts with increased opportunity to utilize the skills and concepts in practical, everyday settings. Math manipulatives are extensively used to help students visualize mathematics.

Social Studies is the study of home and family, community, state, other world communities and cultures, current topics and special units of study at different grade levels. Students are exposed to computer programs, internet, resource people, videos and field trip experiences.

Science is a blend of activities and experiences, which bring our children into contact with concepts in physical, chemical, biological and earth sciences. Similar to the social studies program, there is a wide range of units and program materials used at the different grade levels. These include reading materials, activities from specialized programs, resource people, films, television, computer programs, internet and visits to community and state areas of scientific interest.

Health Units are taught both as independent study areas and as integrated units in other studies in science, social studies, and physical education. These units help the child to better understand his/her body and how to care for it.

Art and Music are taught as separate subjects in their own rooms and are taught by certified art and music teachers. An appreciation of the history and significance that art and music had on societies around the world is a main theme. Children are given an opportunity to develop skills of expression as an outlet for their creative talents.

Physical Education activities incorporate a wide range of developmental skills. The program emphasis includes developing the total physical being, development of coordination, and an understanding and appreciation for rules of games, sportsmanship, teamwork, cooperation, and social interaction. The physical education program also teaches Human Growth and Development curriculum.

Developmental Guidance addresses students' social and emotional growth using the Second Step curriculum. It also integrates our Positive Behavior and Intervention Supports system used building wide. Understanding bullying and prevention is part of the Second Step Program.

Kindergarten Camp is a designated 30 minute block of time in which all students are provided specific skill instruction at their level in the subject area of reading.

Fee Schedule

An enrollment fee is charged for each student. This fee helps defray the cost of some special instructional materials needed in your child's class during the year. At times, special field trips may have admission or bus costs that parents are asked to cover for their child.

Enrollment Fee \$15.00

The enrollment fee is to be paid at the time you register your child for school or by the first day of school. This fee should be sent as a **separate check** from the lunch/milk money.

Lunch Fees

- A. Please place check or cash in an envelope and **mark the envelope with your child's name and the amount of money enclosed**. Checks should be made payable to School District of Platteville. The School District of Platteville uses a computerized debit system to record meal payments and purchases.

- B. If your child forgets his/her money he/she will be allowed to eat a lunch for that day and should bring the money the next school day.

- C. Free and reduced lunch rates are available to children who qualify. Information concerning this eligibility is available in the school office. This information remains confidential.

Regular Lunch Early Learning Center

Single (Daily)	\$2.70
Adults	\$3.85

*Adults should notify the teacher and office in advance if they will be eating school lunch.

Reduced Lunch		Milk		Breakfast	
Daily	\$.40	Daily	\$.30	Daily	\$1.30
Weekly	\$2.00	Weekly	\$1.50	Adult	
	\$2.00				

Automated Lunch System

The Platteville School District uses an automated lunch system. Each family has a lunch account with the school district. Under this system, student's individual lunch purchases each day are charged to the family account.

Parents may deposit as much as they want into the account by sending their check to any of the elementary, middle or high school offices or to the Platteville School District Office. Parents with internet access will be able to see their password protected account balance. Periodic statements will be sent home for those without Internet access to help parents know when to

replenish the account. (This is not a credit card system but rather a debit card system. That is, money needs to be in the lunch account to draw on before the student's lunch charge is registered.)

Daily School Schedule

Starting Time: 8:15 a.m. EC, 4K, 5K

Two front entrances and the west parking lot entrance will be open for drop off in the morning between 8:00 – 8:15 a.m. Cars may drop off in the yellow lines area before the stop sign outside of the main entrance of the driveway. Please do not block buses or handicapped access. If you plan on entering the school with your child, please park in the parking lot on the other side of the grass area.

Supervision will be provided from 7:30 a.m. - 8:00 a.m. inside of the school.

Dismissal Time: 11:00 M-TH EC
3:10 M-F 4K
3:15/3:20 K bus riders/car riders

Please use the main entrance (by the office) when picking up students. All entrances will be locked between 8:15 a.m. and 3:00 p.m. The main entrance is equipped with a buzzer that will connect you with the main office. The door can be unlocked by staff after you identify yourself. After entering please sign in and get a Visitor Pass.

Please contact the office before 2:00 p.m. if there is to be a change in routine at dismissal time.

Emergency School Closing and Early Dismissal

In case of severe weather or other emergencies, the decision may be made to close schools for the day, delay buses, or dismiss early. An announcement will be made by the radio and television stations listed, and this announcement will be broadcast frequently. Remember that these announcements pertain to one day only. If there is no announcement, school will be operating as usual.

Announcements will be broadcast by the following radio and television stations:

WPVL 1590 AM, 107.1 FM	WGLR 97.7 FM	KLYV 105 FM
KATF 92.9 FM	KIYK 106.1 FM	KGRR 97.3 FM
KDTH 13.70 AM	WMTV 15	WISC-TV 3
WKOW-TV 27		

School officials try to determine by 6:30 a.m. if conditions call for closing the schools or altering the bus schedule that day. If severe weather conditions develop, or another emergency occurs during the day, the decision will be made that day whether or not to cancel afternoon classes and/or to dismiss classes early. Please make plans for early dismissals as it is not possible for the school to contact each parent. If schools are closed due to emergency conditions, all other

activities involving the use of the building or involving district staff and students are canceled for that day, also.

Student Absences

If your child will be absent or tardy from school, we request that you call the school office, 342-4040 before 8:00 a.m. You are welcome to leave a message. If no call has been received, the school office will call home. If your child is late arriving, he/she should check in at the office with a note from the parent before going to class.

Absences for reasons known prior to the date(s) of absence should be arranged with the office. This applies to family plans to be out of town or for extended illness or incapacitation of the child. The Platteville School District attendance policy is available on the website.

Safety of Walkers

1. Parents that are transporting their children to and from school are asked to be extra observant during the school year. City streets and school parking lots are full of student activity on school days so please observe all crosswalks, speed limits and other signage. Please review with your child proper pedestrian safety. Observe all parking signs and yellow painted areas when you are parking near the school to pick up or drop off students. Parking in restricted areas may result in tickets being issued for safety reasons. Wait for your students in designated areas only and please do not block school bus or handicapped access. Students are to walk on crosswalks. Students and parents should only cross streets at the designated crossing area.

2. Adult crossing guards supervise student crossing at the following city intersections:

- a. Broadway in front of Neal Wilkins
- b. Corner of Cedar and Chestnut
- c. Corner of Camp and Lancaster

Children crossing these “guarded” intersections are expected to obey the crossing guard. Guards have been instructed to inform the principal of the actions of uncooperative students. If a student continues to be uncooperative after being counseled by the principal, a contact will be made with the parent seeking assistance.

3. Students should not take shortcuts across people’s lawns to and from school. We need to be respectful of others’ property.

4. Non-bus riding students should not arrive at school before 7:30 a.m. because there is no supervision provided.

5. Students wishing to play on the playground after school are required to go home first (unless they are supervised by a parent). They are welcome to return, with your approval; however, supervision is not provided for after school play. If a student is going home with a friend or riding a different bus, he/she should have a note from the parent for the bus driver and the teacher.

6. Bicycle riding to and from school can be fun. However, there can be a lot of traffic around the school around 8:00 a.m. and 3:15 p.m., so make sure your child is counseled in safe driving practices.

7. Playground rules - safe play practices, as well as unsafe play practices, are reviewed with the children in the fall of each school year by classroom teachers. An adult supervisor is present whenever children are on the playground during school days (8:15 a.m. - 3:15 p.m.).

Bus Schedules

Please pick up a bus handbook in the office!

Bus schedules for the first few days of school will be in the process of adjustment according to route needs. Generally the pickup and delivery time for each student or family will be determined by the location on the bus route. Pick up times will generally be between 7:00 a.m. and 8:00 a.m. with arrival at the elementary buildings planned for 8:00, near the 8:15 a.m. starting time.

- Shuttle buses will run to and from all schools both morning and afternoon.
- Buses pick up elementary students at 3:15 p.m. to take them to the Middle School and High School where those who ride other buses transfer to the appropriate bus. Departure from the High School is approximately 3:30 p.m.
- For the first several weeks, teachers and/or teaching assistants will help students ride the shuttle buses. If you have questions regarding pickup time, please call Warco Bus Service at 348-2751.

School Bus Rules and Expectations

Prior to Loading the Bus:

- Students should stay well off the road while waiting for the bus.
- Students should stay at least 10 feet away from the moving bus and wait until the bus stops before approaching it.
- If a student is not going to be on the bus, he/she should let the driver know in advance, if possible (348-2751). The Early Learning Center office should also be notified (342-4040).
- Students will only be picked up at designated stops.
- If a bus student is going home with a friend or riding a different bus, he/she must have a note from the parent for the bus driver and the school.

While on the Bus:

- All rules of conduct that apply on school property also apply on the bus.
- Students should not create any disturbance on the bus that may distract the driver's attention from his/her driving.
- All students must be in their seats while the bus is moving.
- Students should not throw anything in or out of the bus at any time.
- Aisles should be kept clear at all times.
- No part of the body should be extended from the window at any time.
- The emergency door should be used only in an emergency.
- The driver is delegated the same authority as the teacher to make and enforce rules for those for whom he/she is responsible.

After Leaving the Bus:

- If a student must cross the road after leaving the bus, he/she should wait for the driver's signal and then cross in front of the bus.
- If a student lives on the side of the road on which the bus stops, he/she should move away from the bus immediately after getting off.
- Students will be dropped off only at designated bus stops. All bus riders should wear a bus tag on his/her backpack that designates the drop-off point. Teachers will provide that the first day of school.

Student Behavior Expectations

The following expectations have been developed for all students:

- a. Show respect for people and property
- b. Walk in the halls
- c. Follow adult directions
- d. Keep hands and feet to self
- e. Use appropriate voices inside the building

While on the playground students should:

- a. Keep wood chips and sticks on the ground
- b. Keep hands and feet to self
- c. Use equipment in the manner it was intended

Office Discipline Plan

- 1st Referral -Talk with the principal about the behavior that brought the students to the office and the needed consequences using a frame.
-Letter home to parents about the incident (for severe 1st time offenses, if deemed appropriate by principal or adult in charge).
-May lose part of a recess; verbal or written apology (if deemed appropriate).

- 2nd Referral -Talk with the principal about the behavior that brought the student to the office and the needed consequences.
-Letter home to parent (if deemed appropriate by the adult in charge)
-Student calls parent at work or home, in the presence of the teacher or principal, to explain the reason for this office referral (dependant on severity of offense and if deemed appropriate by principal or adult in charge).
-May lose recess; verbal or written apology.
-Possible half day or full day in-school suspension, dependent on severity of offense, determined by the director.
- 3rd+ Referral -Talk with the principal about the behavior that brought the student to the office and the needed consequences.
-Student call parent at work or home, in the presence of the teacher or principal, to explain the reason for this office referral.
-A meeting among the principal, the teacher and the parent may be set up. An individual discipline plan may be worked out for the student. If the student is placed on an individual plan, the plan may replace or supplement the office plan.
-Loss of up to 5 days of recess.
-Referral to principal or school social worker for regular counseling may be recommended.
-Possible half day or full day in-school or out of school suspension (to be determined by the principal)
-Referral to pupil services for assessment of behavior problems may be recommended.

*This plan may be changed dependent on the age of the student, severity of the behavior or unusual circumstances.

Student Code of Conduct

Reference the Platteville School District Non-Discrimination Statement.

If a student or parent has questions or concerns related to student discipline and the application of the Platteville School District Code of Conduct, they may contact the Director of Student Achievement who serves in the capacity of **District Discipline Supervisor**.

Brad Brogley, Director of Student Achievement
Platteville School District
780 N. Second St.
Platteville, WI 53818
(608) 342-4000, brogley@platteville.k12.wi.us

The School District of Platteville shall not discriminate in standards and rules of behavior or disciplinary actions, including suspensions and expulsions, on the basis sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap as required by s. 118.13, Wis. Statutes.

Accordingly, the Platteville School District prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice.

Home/School Communications

Monthly newsletters are mass emailed, posted on the website, (or sent home to families w/out internet access) in order to keep parents informed of school and classroom activities.

Classroom newsletters are sent home each week or two to keep parents informed of classroom activities.

Each week we will post happenings and reminders on our School Facebook page.

Some teachers keep a blog or classroom sites that they will share with parents.

Parents are encouraged to talk to the teacher whenever there is a question or problem. If it is an issue that cannot be resolved with the teacher, please schedule an appointment with Mrs. Haag, Director.

Visitors

Parents and other adults are welcome to visit our classrooms. Please call the teacher prior to visiting, as classroom schedules vary. All visitors must be buzzed in at the office and sign in at the office desk. Students that leave during the school day must be checked out through the office.

Visitors are welcome to come to school to eat lunch with children.

Children are discouraged from bringing their pets to school except when invited to do so by the teacher. In such a case, the animal should be brought in a cage or on a leash.

Volunteer Program

Volunteers are always needed for clerical tasks, helping children reinforce learning in various curricular areas, assisting in making educational materials, and providing assistance on field

trips. Some volunteers contribute their talents by working at home on school-related projects. Please contact us if you are interested. Volunteers are asked to fill out background checks.

School Library

The School Library has a collection of books that is used for instructional support as well as reading enrichment. Most of these materials are available for check-out by students.

Each class visits the Library regularly for book check-out. Books may be checked out for one week and may be renewed if there is not a waiting list for that particular book. There are no fines for overdue books, but children are expected to return the materials on time. Notes are sent out when a book is overdue. Parents are asked to help get overdue books returned so others may use the materials. A fee may be charged if an item is lost or has been damaged beyond repair.

Birthday Treats/Invitations

Due to numerous allergies, students are not allowed to bring birthday treats for their classmates or teachers.

Home party invitations will **not** be distributed at school unless the whole class is being invited. This is to prevent hurt feelings of children not invited.

Celebration Balloons and Packages:

All student birthday/celebration balloons and packages that are delivered to school by parents or a private business will remain in the school office and not be taken to the student's classroom until dismissal time.

Student Clothing and Weather

Classroom clothing should be appropriate for the weather and for active play and work.

Students need to wear tennis shoes for physical education and recess. Children without proper shoes for play may borrow from the office. Wood chips on the playground are a danger to bare feet or flip flops.

When the weather is cold, students should wear warm outer clothing or layers which can be removed when they return from outdoor recess. In the winter, snow pants and boots are needed. The students will go outside to play when the temperature is above 0 degrees.

Please mark all items of clothing with the student's first initial and last name.

Food Service

The school lunch program is an integral part of the overall program design. Students may bring a lunch from home. In order to create a quieter, more home-like atmosphere at lunchtime, students are served lunch in their classrooms. This promotes the development of healthy eating habits and manners. School personnel supervise recess and lunch.

A family atmosphere is maintained while the children eat lunch. A certain degree of movement and conversation is expected. It is expected that children would be able to relax and enjoy their meal and at the same time be respectful of the rights of their neighbor. Learning to have a conversation at the table prepares children for family and restaurant meals.

It is expected that children have nutritious and well-balanced lunches at school. Parents are encouraged to send nutritious and healthy food items in sack lunches. (Please do not send soda pop or candy in your child's lunch.)

School Pictures

August pictures for all students are taken at Registration. Students must have a completed picture packet and payment for any pictures ordered on Picture Day. All students will have their pictures taken for school records, even if not purchasing pictures.

Spring pictures will also be offered. All students will have their pictures taken. Picture proofs will then be sent home with the option to purchase all or some of the pictures.

Lost and Found

A lost and found box is located in or outside the school office. Please mark your child's articles of clothing, boots, tennis shoes, hats, gloves, etc. for identification. This helps us return misplaced items and minimizes conflicts with others who have the same clothing.

Field Trips

On occasion, we may take students for short outings or activities in the community. The student information sheet you fill out at the beginning of the year gives your child permission for these kinds of activities. Notifications of outings are noted in school newsletters, the website, facebook page and other communications sent home by teachers.

If there is any information regarding your child that is important for us to know concerning field trips, please let the office or your child's teacher know in advance.

Directory Information

The following information contained in students' records is "directory data" and may be disclosed (reference-School Policy JO): student name, date of birth, major field of study, participation in officially recognized activities for sports, weight and height if a member of an athletic team, dates of attendance, student photograph or videotape, degrees or awards, name of school most recently attended. Parents or guardians have two weeks from date of notice to advise the principal, director or district administrator's office of any or all of the items listed if they refuse the district the right to disclose "directory information" regarding their child.

Special Areas of Pupil Personnel Services

The elementary programs available for meeting students' special educational needs include an Early Childhood Education Program, a Learning Disabilities Program, a Behavioral/Emotional Disability Program, a Cognitive Disabilities Program, speech and language services, supplementary reading and/or mathematics programs and programs for vision and hearing impaired students.

Additional specialists include a school psychologist, school social worker, school nurse, speech and language clinicians, reading specialist, occupational therapist, physical therapist, and gifted and motivated coordinator. These specialists assist teachers in evaluating and programming for exceptional educational needs of the district's children.

Pupil Progress Evaluation and Reporting

Teachers utilize a wide range of diagnostic devices to assess each child's academic functioning and progress. Daily observations of skills and quality and quantity of performances are invaluable pieces of data in understanding each child's needs and level functioning.

Periodically, each teacher prepares a "progress report" which reflects those skills and concepts which the child demonstrates. This "progress report", along with notes on observations and concerns, becomes the basis for discussion at parent/student/teacher conferences. At these conferences the parent's and child's input (insights and understandings) are also discussed and become valued information for future programming and evaluation reporting.

Parents are encouraged to arrange a special conference at any time to discuss concerns for their child's progress and well being. Your child's teacher may also feel a need to confer with you about academic and behavioral concerns and contact you to arrange a conference.

Advance notice of parent/student/teacher conferences will be sent home prior to the conference. If there is a conflict, please call your child's teacher to arrange a convenient time.

POLICY 411.1

ANTI -BULLYING AND ANTI-HARASSMENT

Expectations Related to Addressing Bullying and Harassment in the Schools The Board believes that bullying and harassment are complex school and community issues that have harmful consequences, first and foremost, for those individuals who are the victims of the behavior; but bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community. Accordingly, the Board directs the administration to ensure that the District's schools are taking active steps surrounding bullying and harassment awareness, prevention, and intervention/response. The administration shall ensure that bullying and harassment are addressed:

1. Within the District's personal development and health education curriculum; 2. As an element of technology/Internet safety instruction; 3. As an element of developing and monitoring the overall climate of District schools and programs; 4. By providing staff development resources related to harassment and bullying and communicating to District employees about their responsibilities related to awareness, prevention, and intervention; 5. By enforcing the Board's expectations that employees and other adults who are present in the school

environment will model appropriate behaviors, including not only the expectation that such adults will avoid engaging in bullying or harassment of students and others, but also the expectation that such adults will model the responsive behaviors that students are encouraged to use when they observe or intervene in response to negative conduct by others; 6. Through the provision and use of interventions and supports for students; 7. By establishing and communicating expectations for student conduct that address negative behaviors

that, even if not rising to the level of bullying or harassment, are inappropriate for the school environment and that may be a precursor to bullying or harassment; and 8. By establishing and implementing procedures under which incidents and concerns involving bullying and harassment can be reported and addressed in an appropriate manner.

Defining Bullying As used in this policy:

1. "Bullying" is defined as systematic or repeated infliction (or attempted or threatened infliction) of physical harm or psychological/emotional distress on one or more students, staff, or other persons. It involves purposeful or intentional written, spoken, nonverbal, or physical behavior, including but not limited to any threatening, intimidating, insulting, degrading, or dehumanizing conduct, gesture, or communication that has the effect of doing any of the following:

- a. Substantially interfering with any student's education;
- b. Substantially interfering with a person's ability to participate in or benefit from any school activity or program;
- c. Endangering the health, safety, or property of the target(s) of the behavior;
- d. Creating a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program; or
- e. Substantially disrupting the orderly operation of the school.

2. "Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not

limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media (e.g., MySpace, Twitter or Facebook). Cyber-bullying is prohibited and treated the same as all other types of bullying.

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

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

Not all behaviors that (1) hurt another person's feelings; (2) are a manifestation of an interpersonal conflict; or (3) are in some way unkind amount to acts of bullying. However, such negative behaviors are still a legitimate subject of concern and regulation within the school environment. Further, it shall be a goal of the District's educational programs to help students and others recognize and acknowledge that even one-time instances of, for example, name calling, negative teasing, putdowns, or excluding others (when inclusion was readily possible) are inappropriate and problematic for a number of reasons.

Defining Harassment As used in this policy, the term "harassment" means:

1. Behavior directed towards another person which is NOT based, in whole or in part, on any legally-

protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability;

2. is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student's physical appearance, economic status, or social status; or does not serve a legitimate purpose; **and** either (1) substantially interferes with a student's school performance, an employee's ability to do his/her work, or any person's ability to perform or participate in a District-related function; (2) substantially interferes with a student's ability to participate in or benefit from any school activity or program; (3) creates an intimidating, hostile or offensive environment within any District school, activity, or program; (4) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (5) causes a substantial disruption to any school-related activity or program; or (6) compromises the District's ability to operate efficiently and effectively.

3. Committing, or attempting or threatening to commit, any act that would constitute abuse, sexual assault, or stalking under state law.

Discriminatory Bullying/Harassment Behavior directed towards another person which is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability should follow procedures in Board Policy 411: Student Non-Discrimination (Equal Educational Opportunity)

Bullying and Harassment by Students is Prohibited The District prohibits students from bullying or harassing any person when either the aggressor and/or the target (victim) of the behavior is (1) at school or on school grounds; (2) at any school-sponsored activity; (3) using District-provided transportation; (4) under the supervision of a school district authority; or (5) otherwise within the scope of the District's disciplinary jurisdiction (such as conduct that endangers the health, safety or property of any District employee or school board member). Accordingly, to the extent consistent with state law, a student who engages in bullying or harassment may be subject to school-related consequences under this policy for his/her out-of-school conduct when the behavior has a sufficient connection to the District's disciplinary jurisdiction.

Student violations of this policy will normally be addressed through remedial interventions and/or consequences. The exact response applied to a particular incident shall take into consideration the totality of the relevant circumstances, including but not limited to the nature and severity of the conduct, the age and developmental level of the student, and the student's behavioral history. Possible consequences for students who engage in bullying or harassment (or prohibited retaliation) include, but are not limited to revocation of school-related privileges, temporary removal from class or school activities, suspension, expulsion, and/or referral to law enforcement officials for possible legal action. Further, even where no violation of this policy is substantiated, nothing in this policy limits consequences from being separately imposed under

the District's Co-Curricular Code where the District determines that a student has engaged in conduct that constitutes an independent violation.

The District is not able to investigate and impose the same school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this policy and been within the school's jurisdiction for suspension or expulsion. However, the Board recognizes that some out-of-school incidents can lead to future in-school incidents or disruption, cause a student to be fearful at school, or interfere with a student's education and his/her participation in school activities.

Accordingly, where a District employee determines, based on communications with students or parents or guardians, that an out-of-school incident (or alleged incident) is having, or is likely to have, such negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions.

Application of this Policy to School Officials, District Employees, and Others The District also prohibits bullying and harassment by District officials, District employees, District volunteers, contracted service providers, and others who are present at a school, on school grounds, or at any school-sponsored activity. While the primary focus of this policy concerns victims/targets who are students, such conduct is prohibited regardless of whether the target of the behavior is a student, school official, District employee, parent or guardian, or other person. The prohibition against bullying and harassment by District employees applies not only when the employee is engaged in work-related duties, but also to an employee's off-duty or away-from-work conduct to the extent that there is a legally-sufficient nexus between the conduct and the individual's employment or employment-related responsibilities. When an employee is alleged to have engaged in bullying, harassment or prohibited retaliation, the incident, report, or complaint will be addressed in a manner consistent with the District's procedures for handling personnel matters. Employees have additional rights, responsibilities, and obligations related to avoiding and addressing employment discrimination, workplace harassment, and workplace bullying under the Board's personnel policies and the District's Employee Handbook.

Possible consequences for school officials or employees who engage in bullying or harassment include, but are not limited to, discipline, termination, or other adverse or remedial action within the District's scope of authority, and/or referral to law enforcement officials for possible legal action.

Possible consequences for others who engage in bullying or harassment include, but are not limited to, revocation of any authorization to volunteer in the schools, limiting the individual's access to District property or District-sponsored activities, and/or referral to law enforcement officials for possible legal action.

Retaliation is Prohibited Retaliation is prohibited against any person who has reported in good faith (or who is believed to have reported) a possible violation of this policy, or against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint of bullying or harassment. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Such retaliation shall be considered a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Knowingly providing false information, fabricating incidents/allegations, and similar bad-faith conduct shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting harassment and/or bullying.

Reports/Complaints Reports and complaints shall be handled utilizing Policy 411.1 Rule: Reporting And Responding To Bullying And Harassment Involving Students

Notices and Annual Reporting Students and parents and guardians shall be informed annually of this anti-bullying and anti-harassment policy and the related complaint/reporting procedures through the Student Handbook. Employees shall be informed through the Employee Handbook. This policy will be distributed to organizations in the community having cooperative agreements with the schools. The District will also provide a copy of the policy to any person who requests it.

The District will keep data on the number and types of reported incidents of bullying and harassment under this policy that involve a student, and an annual summary report (including a summary of responses to the reported incidents) will be compiled by the administration following the end of each school year. No individuals will be identified in the annual report. The annual report will be presented to the Board and will be available to the public.

LEGAL REFERENCES WISCONSIN STATUTES

- Section 118.01(2)(d) [personal development curriculum]
- Section 118.13 [student nondiscrimination requirements]
- Section 118.164 [removal of students from class]
- Section 118.46(2) [student bullying policy required]
- Section 120.13(1) [school board power to set conduct rules and discipline students]
- Section 947.0125 [unlawful use of electronic communications]
- Section 947.013 [unlawful harassment]

WISCONSIN ADMINISTRATIVE CODE

- PI 9 [student nondiscrimination]

FEDERAL LAWS

- Children’s Internet Protection Act (CIPA) and Neighborhood Children’s Internet Protection Act (NCIPA) [policy and other requirements related to Internet safety]
- Title IX, Education Amendments of 1972 [sex discrimination in educational programs, includes sexual harassment]
- Title VI, Civil Rights Act of 1964 [race, color and national original discrimination]
- Section 504 of the Rehabilitation Act [disability discrimination; free and appropriate public education (FAPE) and reasonable accommodations]
- Title II of the Americans with Disabilities Act of 1990 [disability discrimination; reasonable accommodations]

CROSS REFERENCES

ADOPTION DATE:

First Reading: March 10, 2014 Second Reading: March 24, 2014

School District of Platteville Platteville, Wisconsin

POLICY 411.1 RULE REPORTING AND RESPONDING TO BULLYING AND HARASSMENT INVOLVING STUDENTS

Reporting Procedures Reports of Bullying/Harassment by Students, Parents or Guardians, and Other Non-Employees that are not NOT based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student’s race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability; should be handled utilizing the procedures identified in this rule.

Any student who is the target of any bullying or harassment; who observes/witnesses any incident involving bullying or harassment; or obtains knowledge of possible bullying or harassment is strongly encouraged to report the incident(s) to District staff members. Parents and guardians and others with relevant knowledge/information/ concerns related to incidents involving students are similarly encouraged to report such concerns/incidents.

Informally at the Building Level: They may make an informal verbal or written report to a teacher, activity supervisor (e.g. a head coach, a bus driver, etc.), pupil services staff member or building principal, or complete a Bullying/Harassment Reporting Form and delivering the form

to the building principal.

Formally at the District Level: They may pursue a District-level complaint by completing the Bullying/Harassment Reporting Form and filing it with the Director of Student Achievement.

The Platteville School District encourages the resolution of Bullying/Harassment reports at the building level. To help avoid misunderstandings, the District strongly encourages students and parents and guardians to submit a written report using the District's "Report of Bullying or Harassment" form any time they want to be sure that they are triggering the investigation and intervention steps outlined below in these procedures.

Regardless of the reporting method that is used, the District's primary concern in any situation that involves the bullying or harassment of a student is for the safety and well-being of the victim/target, and it is the District's goal to provide an adequate and appropriate response.

District Employee Reports Concerning Bullying or Harassment Involving Students: Any District employee who, in connection with his/her duties, witnesses or obtains credible knowledge of any incident of bullying or harassment of a student is expected to make a timely (usually same day) written report using the District's "Report of Bullying or Harassment Reporting Form" of the incident to the building principal and/or Director of Student Achievement in any of the following circumstances:

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

Not all incidents of interpersonal conflict, teasing, name-calling, etc. amount to bullying or harassment. Provided that the employee is not required to report the matter pursuant to the paragraph immediately above, the District expects the employee to exercise reasonable judgment to determine how to intervene to stop and address the inappropriate behavior; and whether the incident should be further reported/documented.

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

Employees are expected to:

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

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

Procedures for Responding to and Investigating Reports Whenever the District receives any report or complaint regarding alleged bullying or harassment of a student, or where any employee is otherwise addressing an incident, concern, or allegation that the employee understands to be related to possible bullying or harassment of a student, the highest-priority response measures are the following:

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

bullying or harassment.

The District's further expectation is that employees will process written reports and formal complaints according to established procedures.

Options and Procedures for Building-Level Resolution

Step 1: Each report of bullying or harassment will initially be screened by the building administrator to determine whether the report involves conduct that, if substantiated, may be a violation of the Board's Anti-Bullying and Anti-Harassment policy.

If the Administrator determines that the report involves conduct that would not be a violation of the Board's Anti-bullying and Anti-harassment policy, the issue may be diverted from these procedures for some other appropriate resolution. The individual filing the report and each known target/victim and his/her parent or guardian will be notified in writing of such a decision, and they may, within 10 days of being notified, request reconsideration of the decision by following the District-Level Complaint Procedures.

Step 2: If the Administrator determines that the report involves conduct that, if substantiated, may be a violation of the Board's Anti-Bullying and Anti-Harassment policy an investigation shall be conducted by an administrator or by a licensed staff member acting under the direction of an administrator.

- a. The investigation shall be conducted by a person who the District has not identified as a person who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.
- b. The investigator shall ensure that the person who filed the report and any student who has been identified as an alleged victim/target has had an opportunity to present relevant information or other evidence.
- c. Prior to making and issuing any determination that a report of bullying or harassment has been substantiated, the investigator shall (unless the student is unavailable to the District) provide any accused bully/aggressor who has been identified with an opportunity to respond to the allegations and to present relevant information or other evidence.
- d. The District shall implement interim responsive measures (e.g., pending completion of an investigation) that are intended to address any person's safety and well-being, prevent continuation or escalation of a conflict, or prevent disruption to a student's education or within any school environment.

Step 3: Following the investigation, the building administrator will then determine whether any bullying, harassment, or other violation of District policies or school rules has been substantiated and determine and implement the interventions for the complainant and the alleged perpetrator of

Bullying or Harassment.

- a. The District will notify each student (and his/her parent or guardian) who was identified as an alleged target/victim of the extent to which the District determined that the student has been subjected to bullying or harassment in violation of Board policy.
- b. The District will notify each student (and his/her parent or guardian) who was identified as an alleged bully/aggressor of the extent to which the District determined (if at all) that the student engaged in bullying, harassment or other conduct prohibited by Board policy or school rules. The appropriate entries documenting the violation(s) will be made in the student's behavioral records.
- c. Nothing in these procedures prevents the person investigating the report from considering new information, reconsidering a previous determination, and issuing notice of any revised determination.

District-Level Complaint Procedures

Step 1: Any aggrieved person who is dissatisfied with the outcome of his/her prior attempts to resolve a complaint or concern arising under the board policies, expectations, or state and federal laws identified in this rule, may file a formal, written complaint utilizing the District's Bullying/Harassment/Discrimination Reporting Form. Such complaints shall be filed directly with the office of the Director of Student Achievement.

The Director of Student Achievement's contact information is as follows:

Brad Brogley, Director of Student Achievement Platteville School District 780 North Second Street Platteville, WI 53818 (608) 342-4000, brogley@platteville.k12.wi.us

If the complaint is directed towards the Director of Student Achievement, the complaint shall be filed directly with the Superintendent. The Superintendent's contact information is as follows:

Connie Valenza, Superintendent Platteville School District 780 N. Second St. Platteville, WI 53818 (608) 342-4000, valenza@platteville.k12.wi.us

Upon receiving such a complaint, the Director of Student Achievement or Superintendent shall initially issue an acknowledgement of receipt, determine whether the issues presented are properly amenable to resolution through the student harassment and bullying complaint procedures, and, if so, undertake or arrange for an investigation of the issues raised by the complaint.

- d. Receipt of the complaint shall be acknowledged on or before 10 calendar days of the District's receipt of the complaint.
- e. The district will investigate bullying and harassment complaints promptly, thoroughly, and impartially. The Director of Student Achievement shall conduct the investigation or appoint an investigative team or independent consultant to do so. Any investigation shall be conducted by a

person who the District determines is not identified within the complaint as a party who is allegedly responsible for, or who was directly involved in, the underlying issue or incident. In all cases, the investigator shall speak or correspond personally with the complainant in order to provide an opportunity for the complainant to provide such information and other evidence as the complainant wishes to present.

f. Following the investigation, the Director of Student Achievement shall determine the administrative resolution of the complaint, determine the action to be taken in connection with the resolution, if any.

g. The Director of Student Achievement will prepare a written report regarding the investigation including key factual finding, a determination as to whether a violation of District policies or school rules has been substantiated, and any action taken, generally within thirty (30) calendar days of the District's receipt of the complaint. If additional time is needed, the administrator who is managing the complaint process shall keep the complaining party apprised of the status of the complaint.

h. The Director of Student Achievement shall send a copy of the report to the complainant, the alleged harasser, the Superintendent.

Step 2: If the complainant is dissatisfied with the administrative resolution of the complaint, he/she may file a request within ten (10) days of receipt of the administrative resolution asking the Superintendent to review the file and reconsider the resolution.

If the complainant requests reconsideration, he/she shall identify the basis for the request with reasonable specificity. The District Administrator shall issue a written decision on reconsideration within thirty (30) days of the District Administrator's receipt of the request.

Step 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the School Board. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regular Board meeting or within 30 school/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 Clerk to each concerned party within 10 school/business days of this meeting. The decision of the Board shall include a notice to the complainant of his/her right to appeal the determination to the State Superintendent of Public Instruction.

Appeals to DPI may be mailed to the Department of Public Instruction, P.O. Box 7841, Madison, WI 53707. Any appeal to DPI must be filed within thirty (30) days of the date of the School District's final action on the complaint.

Deadlines identified in the above complaint processing procedures, excluding the deadlines applicable to appeals to DPI, may be extended by mutual agreement between the District and the complainant.

Interventions Following Reports and Substantiated Incidents of Bullying or Harassment Involving Students

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

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

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

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

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

C. Accountability for Students who Engaged in Bullying or Harassment

If the District issues a determination under these procedures that a student has engaged in conduct that constitutes bullying or harassment in violation of Board policy, the administrator shall specify in writing for the student and his/her parent or guardian any school-related consequences that the District is imposing on the student; and any other interventions that the District intends to implement to promote positive changes in the student's interpersonal skills, communication skills, socio-emotional development (e.g. his/her capacity to demonstrate

empathy for others) and/or general behavior moving forward.

In identifying such consequences and/or interventions, the administrator shall consult with the person(s) who conducted any investigation under these procedures and any other appropriate staff members in order to obtain a better understanding of the overall context of the behaviors and the student's individual circumstances, as well as any recommendations or other relevant input that the person may have regarding potential consequences and/or interventions.

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

Examples of other possible interventions include:

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

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

Enhancing School Climate and Building All Students' Awareness and Skills

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

However, the District will give due consideration to the privacy interests of, and potential negative consequences for, any individual students whenever such interventions are considered.

ADOPTION DATE:

First Reading: March 10, 2014

Second Reading: March 24, 2014

School District of Platteville Platteville, Wisconsin

POLICY 411.1 – EXHIBIT A

PUBLIC NOTIFICATION OF STUDENT NON-DISCRIMINATION POLICY

It is the policy of the Platteville School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria is included in the Course Selection Handbooks, which are posted on the District's Website: <http://www.platteville.k12.wi.us/> and available upon request from the School Guidance Office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or 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 appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by

the building principal.

Allegations of violations concerning this policy, or policy compliance, should be directed to:

Brad Brogley, Director of Student Achievement
Platteville School District
780 North Second Street
Platteville, WI 53818
(608) 342-4000, brogley@platteville.k12.wi.us

The responsibilities of the individuals identified above include serving as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints), Section 504 Coordinator (handicap/disability discrimination issues and complaints), and coordinator of all other student non-discrimination related issues and complaints.

Allegations of violations concerning this policy, or policy compliance, may also be directed to:

Connie Valenza, Superintendent
Platteville School District
780 N. Second St.
Platteville, WI 53818
(608) 342-4000
valenza@platteville.k12.wi.us

ADOPTION DATE:

First Reading: March 10, 2014

Second Reading: March 24, 2014

School District of Platteville Platteville, Wisconsin

STUDENT ATTENDANCE

In accordance with Grant County ordinances and state law, all children between six (6) and eighteen (18) years of age and students enrolled in a five-year-old kindergarten program must attend school full time until the end of the term, quarter or semester in which they become eighteen (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school.

Any student who has reached the age of sixteen (16) may be excused from school attendance by the Board provided:

- a. the student has requested permission to be excused.
- b. the school has received written approval of the student's parent or guardian;
- c. the student and his/her parent or guardian agree, in writing, that the student will pursue further education in accordance with state law requirements;
- d. the written agreement is approved by the Board and administration; and
- e. the student complies with the written agreement. If the agreement is suspended due to noncompliance, the student will be expected to resume attendance at school on a regular basis in accordance with state law and Board policy or be subject to forfeiture for truancy in accordance with established county ordinances.

Procedures shall be developed by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. These procedures shall be in accordance with Grant County ordinances and state law, and shall be approved by the Board. The School District of Platteville shall not deny student credit in a course or subject solely because of a student's excuse absences.

Enforcement of student attendance policies and truancy procedures shall be shared responsibility between the Schools, Social service agencies, law enforcement officials, students, parents and the community at large.

LEGAL REF.: Sections 18.15 Wisconsin Statutes 18.153 18.161 18.162 18.165 Chapter 27, Grant County Ordinances

CROSS REF.: JE-R, Student Attendance Procedures

IGBJ, Children. At Risk Programs

APPROVED: June 8, 1981 REVISED: November 9, 1987

REVISED: January 14, 1991 First Reading of Revision: October 11, 2010

POLICY 342.5 – Rule

TITLE I PARENT INVOLVEMENT POLICY GUIDELINES

The District recognizes the importance of parents' involvement in their children's education. Therefore, the District shall provide appropriate opportunities for parents to become involved in the design and implementation of the District's Title I Program activities and, more generally, in improving the academic achievement and school performance of their children. As used in these policy guidelines, "parent(s)" shall be understood to include a student's legal guardian(s) where applicable.

District Level Activities

At a District level, under the leadership and direction of the building principals and the designated Title I Coordinator, the District shall:

1. Involve parents in the planning and development of specific parent involvement activities in each of the District's Title I designated schools.
2. Involve parents in an annual evaluation of the content and effectiveness of the District's parent involvement policy guidelines. The evaluation shall focus on:
 - a. the extent to which existing parent-involvement strategies and activities aid in improving student achievement and the academic quality of the schools;
 - b. identifying barriers to greater parent participation and involvement, with particular attention given to parents who are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and
 - c. identifying possible changes to the strategies being used to implement the District's parent involvement policy guidelines and, if necessary, recommended revisions to the policy guidelines.
3. Provide coordination, technical assistance and support to school personnel regarding parent involvement and parent communication strategies and activities to improve student achievement. All of the District's schools and programs will involve parents in regular, two-way, and meaningful communication addressing student achievement through formal mechanisms (e.g., report cards and progress reports, parent-teacher conferences, school and classroom newsletters, etc.) and through less formal communications (e.g., telephone contacts, notes sent to parents, updates provided through the student information system, etc.). School personnel will respond in a timely and reasonable fashion to parents' requests for regular or as-needed meetings addressing concerns and decisions relating to their child's education. The communication channels established between the schools and parents are intended to ensure:
 - a. that parents play an integral role in assisting their child's learning;
 - b. that parents are encouraged to be actively involved in their child's education;
 - c. that parents are full partners in their child's education and are included, as appropriate, in decision making that involves the education of their child.
4. Build the schools' and parents' capacity for parent involvement by:
 - a. providing parents with information on state academic standards, the school curriculum, student assessments, monitoring their child's progress, and working with their child's educators to improve achievement;
 - b. providing materials, resources and training to help parents work with their children to improve academic achievement;

- c. coordinating parent involvement activities with other community initiatives including (identify some of the specific activities or initiatives such as Head Start, after-school programs, early childhood programs, parent-teacher organizations, etc.);
- d. providing information related to programs, meetings and activities to parents in an understandable format, and, where practicable, in a language that the parents can understand; and
- e. advertising specific opportunities for parent involvement, including volunteer opportunities, and engaging in outreach activities intended to encourage and facilitate the involvement and participation of parents who are at a socio-economic disadvantage, have a disability, have limited English proficiency, or have limited literacy.

School Level Activities

In addition to the District-wide activities specified above, the Platteville School District will:

1. Involve parents in the joint planning and development of the District’s Title I Program plan through surveys and through representation on applicable work teams and, as may be applicable, in school-based or District-based meetings that serve an advisory function related to the Title I Program and its goals;

2. Involve parents in an annual local review of the Title I Program, and use the results of the annual review to address any identified barriers to parent participation. The annual review will be conducted each spring and may include an analysis of state and local assessment data, a review of grade level needs and services provided, survey data, and a summary analysis of the effectiveness of Title I services;

3. Develop jointly with parents of students participating in the Title I Program a “school-parent compact” that outlines how parents, school personnel, and students share responsibility for the student’s achievement and growth, and that identifies the means by which the school and parents will build and develop a partnership focused on enabling student achievement.

4. Provide parents with an overview of the school’s participation in Title I and of the parent involvement components of the Title I Program, minimally through an annual fall meeting for parents. This annual meeting regarding the Title I program shall also serve as an opportunity to present information to parents regarding state academic standards, the school curriculum, student assessments, monitoring their child’s progress, and working with their child’s educators to improve achievement.

The implementation of the parent involvement policy guidelines at the school level shall be under the leadership and direction of the building principal and the designated Title I Coordinator, with particular attention paid to the participation and involvement of parents whose children are receiving Title I services.

ADOPTION DATE:

First Reading: September 22, 2014

Second Reading: October 13, 2014

School District of Platteville Platteville, Wisconsin

**NOTIFICATION REGARDING RIGHT TO REQUEST TEACHER AND
PARAPROFESSIONAL QUALIFICATIONS**

Dear Parent or Guardian:

In accordance with federal law requirements, we are informing you that you may request information regarding the professional qualifications of your child's classroom teachers, including the following:

- whether the teacher has met state licensing criteria for the grade level(s) and subject area taught,
- whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived, and
- the undergraduate degree major of the teacher, and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.

You may also request information regarding the professional qualifications of any paraprofessional providing services to your child. Requests for teacher and paraprofessional qualification information should be directed to the Superintendent at the District Office. The requested information will be provided to you in a timely manner.

ADOPTION DATE:

First Reading: September 22, 2014

Second Reading: October 13, 2014

School District of Platteville

Platteville, Wisconsin

ELECTRONIC SURVEILLANCE OF SCHOOL BUILDINGS AND GROUNDS

Whenever and wherever in school buildings or on school grounds the Board of Education authorizes installation of a video camera surveillance system in the Platteville School District, the following guidelines shall apply. Such system will be used exclusively for the purpose of maintaining a safe and orderly school environment, for identifying misconduct, for minimizing theft and vandalism and for enforcing school policies and rules. The video camera surveillance system shall be used according to the following guidelines:

1. The cameras will not be continuously monitored except when specifically authorized by the district administrator or the administrator's designee in emergency situations and in compliance with state and federal law.
2. The District will post signs at all main entrances to the buildings stating that video surveillance cameras are in use but not continuously monitored.
3. The District will not deploy "dummy" cameras because they could create a false sense of security.
4. Only individuals authorized by the district administrator or principal may view recordings.
5. The video surveillance system is to be used primarily as a resource for investigations. Should a video recording become part of a student or staff disciplinary action, the recording will become part of the student's behavioral record or the employee's personnel record in a manner consistent with the District's records policies and procedures. The District reserves the right to provide copies of recordings to law enforcement agencies as deemed appropriate by the district administrator and in compliance with federal and state laws.
6. Except as provided in item (4), video recordings will be kept no longer than 30 days.
7. Surveillance cameras are authorized for use in the following areas where the public, students and staff have no reasonable expectation of privacy: entrances, hallways, commons, gymnasiums, auditoriums, reception areas, parking lots, and the exterior of buildings. Under no circumstances will surveillance cameras be used in any area where the public, students or staff have a reasonable expectation of privacy, including restrooms, locker rooms, and changing areas. Other public areas of District buildings and grounds may be subject to limited term surveillance with the written authorization of the district administrator. Such approval will be granted when the administrator has reason to believe that a safe and orderly environment is at risk or to monitor areas where theft and vandalism are believed to be occurring. Such video surveillance will be used in accordance with the guidelines listed above. This policy shall be distributed through student and employee handbooks, newsletters, district web sites, and by other reasonable means.

First Reading: April 13, 2010

Second Reading: April 26, 2010

School District of Platteville

Platteville, Wisconsin