Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Special Update - Act 57 - February 2026 OVERVIEW
Code	01 - OVERVIEW
Status	From Neola

WISCONSIN OVERVIEW AND COMMENTS

Special Update - Act 57

February 2026

Act 57 SUMMARY

This Special Update is issued to Neola Clients in response to 2025 Wisconsin Act 57, enacted in December 2025. Act 57 establishes strict new requirements for school districts regarding the notification of parents when a report of sexual misconduct by a staff member is received. Under this law, school boards, private schools, and charter operators must notify the parents of any student alleged to be a victim or target if there is "reasonable cause" to suspect the conduct occurred. The Act mandates a timely response, requiring notification by 5:00 p.m. the same day if a report is received during school hours, or by noon the following day if received after school hours. Additionally, it requires school districts to provide parents with annual information regarding their right to access school employee disciplinary records under Wisconsin's public records laws.

Please make any revisions in BoardDocs using the instructions provided to you. You may direct content-related questions to your Neola Associate. Questions regarding the software should be directed to the BoardDocs help desk staff.

If a District chooses not to adopt a policy or administrative guideline, the District is still obligated to comply with applicable Federal and State laws on that topic.

Any proposed new, revised, and replacement policies, administrative guidelines, and forms included in this update have been thoroughly prepared and reviewed by Neola's legal counsel for statutory compliance. If you make changes or substitute in their entirety policies or other materials of your own drafting, those materials should be reviewed by your legal counsel to verify compliance. Neola does not review District-specific edits to update materials or District-specific policies for statutory compliance.

If a policy or guideline is marked as a revision, the changes have been marked in bold (to add material) and crossed out (to delete material). As you review a revised policy or guideline, you may accept one, many, or all of the changes provided. If a policy or guideline is marked as a replacement, enough changes have been made to justify a complete, clean replacement copy. As you review a replacement policy or guideline, you should also check the materials you have in your current policy or guideline to see if there is some specific wording you want to be included in the replacement policy. If so, a copy of any wording to be added and where it should be inserted should be forwarded with the replacement policy or guideline when it is returned to the Coshocton office for processing.

If the District authors language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits.

Policies to be deleted from the policy manual require Board action to rescind the policy.

Your Neola Associate will contact you soon to schedule an appointment to review this update and ensure you are current on it and previous updates.

If you are not an administrative guidelines client, you did not receive those materials in this packet. Contact your Associate for more information about becoming an administrative guidelines client.

Processing Update Materials

Revisions to your policies and administrative guidelines should be made in BoardDocs using the provided instructions.

Using Header Box Options in BoardDocs

Each policy and administrative guideline in BoardDocs includes multiple header boxes that provide essential information beyond the document's title and code number. (NOTE: All the header boxes are visible only when editing is turned on; in view mode, only the header boxes with content are shown.)

Adopted: The "Adopted" header box indicates when the policy or guideline was first adopted, and that date never changes as long as the policy or guideline is active.

Last Revised: Retaining the history of each policy and guideline is essential for legal and administrative reasons; BoardDocs provides options for this retention. Immediately beneath the "Adopted" header box is the "Last Revised" header box, which indicates the last time the policy or guideline was changed. This box is updated by Neola Production each time a revision is submitted. Any revision dates between the initial adoption and the latest revision are usually located at the bottom of the document, just above the Neola copyright. (Again, these dates are updated by Neola Production with each submission and should correspond to Board meeting minutes, except for TC notations for technical corrections.)

Last Reviewed: A new "Last Reviewed" option now exists for indicating that you have reviewed the policy or guideline and have found it to be sufficient as presently written. Since no revision is being made in these situations, there is no record that the document was reviewed. A typical example would be a technical correction that isn't needed in your document, or a revision to an option you don't have or don't want. In such cases, because the copyright has changed but the content has not, you would want to show that your document is current as of the new copyright date, even though it still shows the older copyright date from the previous version of the Neola template. Now you can indicate that you have reviewed the document, even if no revision was made, by entering the review date in the new "Last Reviewed" header box. This is also a handy feature for those Boards that use a policy review regimen in addition to revisions made through the Neola Update process.

Any questions about how to use these BoardDocs header box features should be directed to your Neola Associate, or you may contact BoardDocs Support at 1-800-407-0141.

District-Specific Materials

If the District chooses, during any step of the Update process, to incorporate District-specific material into a new policy or guideline that has been proposed or to insert District-specific material into a current policy or guideline for which revisions have been proposed in an update issued by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

1. Materials from the District's existing materials that the District requests be incorporated during the drafting process;

2. New materials that the District develops in its entirety and exclusive of Neola;

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Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such

District-specific materials be incorporated. Neola reserves the right to, but is not obligated to, advise the District to seek its own legal review of District-specific materials.

Notice Regarding Legal Accuracy

Neola is vigilant in providing clients with policy language vetted for legal accuracy by outside legal counsel. Should questions arise as to the legal compliance or accuracy of Neola materials, it is our expectation that Neola's counsel would have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by Renning Lewis & Lacy, s.c. for consistency with Federal and State law.

This Update includes the following documents:

02 - Sample Annual Parental Notice

In compliance with the 2025 Wisconsin Act 57, the included sample notice provides an annual summary of parents' and guardians' rights to access school employee disciplinary records under Wisconsin's public records laws.

Policy 1213/3213/4213 - Student Supervision and Welfare (Revised)

These policies establish a standard of care to protect student safety by clearly defining behavioral boundaries for all staff. As required by 2025 Wisconsin Act 57, the updated language mandates that parents be notified of sexual misconduct reports by 5:00 p.m. on the same day (or noon the next day is the report is received on a school day after the end of regularly scheduled instruction or on a day that is not a school day, by noon of the next calendar day.). A new, comprehensive optional section on "Appropriate Staff and Student Relationships" further safeguards students by explicitly prohibiting "boundary invasions"—such as grooming, inappropriate digital contact, or unauthorized transport. Violations of this policy may result in disciplinary action, up to and including termination, and may be reported to external agencies as required by law.

Finally, the policy now requires an annual notice to parents regarding their statutory right to access staff disciplinary records. The non-optional language changes are required for policy compliance with WI Act 57.

Policy 8462 - Child Abuse and Neglect (Revised)

This policy establishes a comprehensive framework for the mandatory identification and immediate reporting of child abuse or neglect. It requires all staff to complete Department of Public Instruction (DPI) training within their first six months and every five years thereafter. A critical update, aligned with 2025 Wisconsin Act 57, integrates specific reporting requirements for sexual misconduct by staff members, carrying severe disciplinary consequences for a failure to report. By strictly prohibiting "investigative" delays by staff, the policy ensures that law enforcement and child welfare agencies can intervene immediately to protect students and preserve evidence. The changes are required for policy compliance with WI Act 57.

These documents may be downloaded from the WI Policy Local Update menu in your BoardDocs console. If you have questions about any of these Special Update materials, contact your Neola Associate.

All production-related materials and questions should be directed to the Production Office - Coshocton at 632 Main Street, Coshocton, Ohio 43812 (phone: 800-407-5815, email: production@neola.com). Billing and other questions should be directed to the Business Office - Stow at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone: 330-926-0514, fax: 330-926-0525, email:accounts@neola.com).

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VOLUME 35 NUMBER 1

NOVEMBER 2025

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Policies in this update have been reviewed by Renning Lewis & Lacy, s.c. for consistency with Federal and State law.

BYLAWS AND POLICIES

Bylaw 0142.7 - ORIENTATION (Revised)

This policy outlines the importance of preparing each Board member for their duties to ensure the effective functioning of the Board, encouraging new members to understand Board functions, district operations, and procedures. It is important because it ensures that all Board members are well-informed and equipped to make sound decisions for the District.

The policy revisions provide new optional topics for onboarding new Board members, and revisions are not required.

Bylaw 0144.5 - BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT (Revised)

This policy outlines the expected ethical, professional, and responsible conduct for all Board members, covering their behavior, communications, and interactions with staff. It is important because it establishes the standards of integrity and professionalism necessary for effective governance, protects the district's legal standing, and ensures a focus on the welfare of students.

The revisions to the policy update include communicating that individual Board members, other than the Board President, do not have the authority to act on complaints or investigations. It is important because it establishes a clear chain of command and ensures that all complaints are handled through the proper channels, maintaining consistency and fairness in the process. The revisions are recommended, but not required.

Policy 1210 - BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP (Revised)

This policy defines the relationship between the Board and the District Administrator, emphasizing the Board's role in establishing policies and the District Administrator's responsibility in administering them. It is important for ensuring clear lines of authority and efficient operation of the school district, with the District Administrator serving as the primary professional advisor to the Board.

The policy revisions focus on including the District Administrator's authority to delegate duties to staff members, who are then accountable to the Administrator for their performance. In turn, the Board holds the District Administrator accountable for the overall administration of the District, including their actions and personal behavior. These revisions are recommended, but not required.

Policy 1230.01 - DEVELOPMENT OF ADMINISTRATIVE GUIDELINES (Revised)

This policy delegates to the District Administrator the responsibility for designing and implementing administrative guidelines for the District's operation, ensuring they are consistent with Board policies. It is important for establishing clear operational procedures and ensuring that the District's daily functions align with the Board's strategic vision.

There are new optional clauses regarding the District Administrator consulting with stakeholders and the publication of administrative guidelines and handbooks on the District website for transparency. The policy revisions provide new optional topics, and revisions are not required.

Policy 1240 - EVALUATION OF THE DISTRICT ADMINISTRATOR (Revised)

This policy emphasizes the importance of periodically evaluating the District Administrator's performance to assist both the Board and the Administrator in their responsibilities and ensure effective leadership. It is crucial for making informed decisions regarding contract renewal, salary, identifying strengths and weaknesses, and establishing objectives to advance the District's goals.

This policy revision includes new options to allow the Board to make decisions regarding the District Administrator's contract renewal, determine their salary and performance-based incentives, and assess progress towards District strategic goals. The policy revisions provide new optional topics, and revisions are not required.

Policy 2131.01 - READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT (Revised)

This policy outlines the Board's program of reading goals for students from kindergarten to 12th grade and mandates the employment of a certified reading specialist to develop and coordinate a comprehensive reading curriculum. It is important for promoting student reading skills through assessments and interventions, ensuring that students at risk of reading difficulty receive necessary support.

The policy now includes the interventions required by law under Act 20 for each qualifying student. The District Administrator must create, provide, and monitor a personal reading plan with interventions, share it with parents, and notify them of progress after 10 weeks. Revisions in this policy are required, based on information provided by state statute and the Department of Public Instruction.

Policy 2261.01 - PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS (Revised)

This policy outlines the requirements for parent and family engagement in Title I programs, ensuring meaningful consultation and involvement of parents in their children's education. This is crucial for improving academic quality, addressing barriers to participation, and fostering a strong partnership between schools and families.

The policy revision is provided to clarify the distinction between the Policy and the Parent and Family Engagement Policy, which is the plan developed by the District. The use of the term Policy to describe the plan can create confusion as to what the annual requirement is. Federal law requires that the district conduct an "annual evaluation of the content and effectiveness of the parent and family engagement policy". The Board policy uses the term "plan" to assist in distinguishing between the Board policy and the engagement plan developed per the Board Policy. Adoption of these policy revisions are recommended, but not required.

Policy 2431 - INTERSCHOLASTIC ATHLETICS (Revised)

This policy recognizes the value of interscholastic athletics, emphasizing maximum student participation, good sportsmanship, team play, and fair competition over winning. It is important for providing students with opportunities to develop athletic abilities and fostering school loyalty and community interest.

The policy revisions include adopting Name, Image, Likeness (NIL) compensation standards set by the Wisconsin Interscholastic Athletic Association (WIAA), criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards, and directing the District Administrator to provide interscholastic athletics in accordance with WIAA rules.

It is recommended to improve options and enhance clarity.

Policy 4140 - TERMINATION AND RESIGNATION (Revised)

This policy establishes clear, official procedures for ending the employment relationship, whether through termination by the employer or resignation by the employee. It defines who has the authority to act (Board or District Administrator) on employee terminations.

Unlike administrators and teachers, there is no statutory requirement that the Board terminate support staff. For maximum flexibility and expedience in managing vacancies, Neola's counsel recommends the Board delegate support staff termination authority to the District Administrator. Districts are encouraged to review their current termination authority for support staff.

Policy 5135 - STUDENT IDENTIFICATION NUMBERS AND CARDS (New)

This new policy mandates that if students are issued an identification card, the student also receives a unique identification number, distinct from their social security number.

The policy is important because it ensures student privacy by avoiding social security numbers and provides a critical resource for student well-being by including required contact information for suicide prevention and crisis support services on identification cards. Items in this new policy are required by law, but not to have in policy. This policy is recommended, but not required.

Policy 5136 - PERSONAL COMMUNICATION DEVICES (Revised)

This policy regulates the use of student personal communication devices (PCDs) to protect the students, staff, and the learning environment from disruption. It establishes clear rules to prevent academic dishonesty, safeguard the privacy of individuals, and address harmful behaviors like cyberbullying and harassment. Ultimately, the policy is intended to establish a safe and focused educational setting by managing when and how these devices are used on school property.

This policy revision is a result of 2025 Wisconsin Act 42, requiring each school board to adopt, by July 1, 2026, (and submit a copy of this policy to the Department no later than October 1, 2026) a policy generally prohibiting students from using wireless communication devices during instructional time. Each school board must define such a device as any portable wireless device capable of voice, messaging, or data communication, including cell phones, tablets, laptops, and gaming devices. The policy must allow exceptions for emergencies, health management, individualized education programs or 504 plans, and teacher-approved educational uses. School boards may also include additional exceptions if they determine they benefit student education or well-being. Finally, the policy acknowledges that WI Stat. 120.12(29)(e) allows school boards to adopt policies more restrictive than 2025 Wisconsin Act 42.

Policy 5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS (Revised)

This policy governs the promotion of students from 3rd grade to 4th grade, ensuring decisions are based on a thorough and equitable process that considers individual student reading needs. It is important for providing clear guidelines and support for students who have not completed their personal reading plans, aiming to make promotion decisions that are in the student's best interest.

The policy revision includes an appeal process and timelines for appealing the decision to the District Administrator. If the school representatives recommend retention but the student's parent/caregivers do not consent to retention, it is best practice (although not required by statute) for the student to be promoted to 4th grade regardless of any other facts, circumstances, or analysis. The appeal process, while an option, is not required.

Policy 5514 - USE OF PERSONAL TRANSPORTATION DEVICES (Replacement)

This new policy is relevant because it expands the scope of the previous bicycle rule to address a wider variety of modern personal transportation devices like scooters, skateboards, and hoverboards, whether they're manual or motorized. It establishes clear guidelines for their use on school property, focusing on safety, liability, and the privilege of operation. Crucially, the policy disclaims Board responsibility for damage, theft, or accidents, shifting the full risk and liability to the students and their parents. It is recommended but not required.

Policy 5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES (Revised)

This policy outlines the conditions under which students may use motor vehicles to travel to and from school, emphasizing their responsibility for property care, safety, and courtesy. It is important for establishing clear guidelines for student drivers, ensuring safety, and promoting responsible behavior on school grounds.

Revisions to this policy include students only being permitted to bring vehicles they own or have express permission to operate onto District property; unauthorized vehicles are a violation; law enforcement may be contacted; students may not enter a vehicle without consent; and school officials can search vehicles on District property in accordance with policy. The Board may also permit the use of snowmobiles and Off Highway Vehicles (OHVs) by legally qualified individuals in designated areas for travel to and from school. This revision is recommended but not required.

Policy 5895 - STUDENT EMPLOYMENT (Rescind)

This policy is being rescinded. Teenagers in Wisconsin need a work permit if they are under 16 and are not working in agriculture or domestic service. Schools are no longer authorized to provide students with work permits. Parents or guardians must apply for the permit online through the Wisconsin Department of Workforce Development (DWD) website.

Policy 7540.02 - Digital Content and Accessibility (Replacement)

This policy provides digital equity and legal compliance by mandating that all District web content and mobile apps adhere to accessibility standards like WCAG 2.1, Level AA. This adherence provides individuals with disabilities an equal opportunity to access information, programs, and services, preventing discrimination as required by Section 504 and the ADA. Furthermore, the policy maintains the professional and educational integrity of the District's digital presence, controlling content for appropriateness, security, and alignment with the District's mission.

This replacement policy now reflects the U.S. Department of Justice (DOJ) final rule provisions under Title II of the Americans with Disabilities Act (ADA) requiring state and local government entities — including public schools — to make web content and mobile applications accessible to individuals with disabilities. There are statutory timelines relative to the technical standards compliance that are addressed in the notes of the policy template. Adoption is recommended for a legally compliant guideline.

Policy 7540.08 - ARTIFICIAL INTELLIGENCE (AI) (Replacement)

This policy update/revision is designed to be legally compliant by referencing and building upon existing Federal laws, Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), Children's Online Privacy Protection Act (COPPA); Protection of Pupil Rights Amendment (PPRA) and State laws, Public Records Law WI 19.31 - S19.37; Personally Identifiable Information WI 19.62 - S19.80; Pupil Records Law Section WI 118.125; Access to Personal Internet Account Information Section WI 995.55, as well as school board policies related to privacy, civil rights, and academic integrity. It takes an active, risk-mitigating approach to integrating AI into education while prioritizing ethical use and legal adherence.

This policy replaces the current template due to significant expansion and increased language required for legal compliance.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of ORIENTATION
Code	po0142.7 No changes but Template here for review
Status	draft
Adopted	October 26, 2015
Last Revised	August 20, 2018

~~0142.7 - **ORIENTATION**~~

~~The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures.~~

~~Each new Board member shall be invited to meet with the District Administrator to discuss Board functions, policies, and procedures.~~

~~The Board shall encourage the attendance of each new Board member at orientation and training meetings.~~

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Revised Bylaw - Vol. 35, No. 1

0142.7 - **ORIENTATION**

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures. Accordingly, the Board shall give to each new Board member,

~~( )~~ no later than the new member's ~~his/her~~ first regular meeting as a Board member, ~~**[END OF OPTION]**~~

for ~~his/her~~ use and possession during their ~~the~~ term on the Board, the following items:

A. ~~( )~~ access to the Board policy manual

B. ~~( )~~ a copy of each current employee handbook(s)
~~( )~~ the current budget statement and related fiscal materials

C. ~~( )~~ the current budget statement and related fiscal materials

D. ~~( ) District Administrator's contract, evaluation process/forms, and other pertinent employment documents~~

E. ~~( )~~ review of any pending District litigation

F. ~~( )~~ review of student achievement data and trends

G. ~~( )~~ review of Board responsibilities and committees

H. ~~( ) _____ [other materials]~~

~~[ ] The Board will provide and maintain a library of publications and reference materials for the use of Board members. **[END OF OPTION]**~~

~~[ ]~~ Each new Board member shall be invited to meet with

~~( )~~ the Board President

~~( )~~ the District Administrator

~~( )~~ the Business Manager

~~( ) members of the District administrative team~~

to discuss Board functions, policies, and procedures. **[END OF OPTION]**

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Code	po0144.5
Status	draft
Adopted	May 18, 2021
Last Revised	December 15, 2025

0144.5 - **BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT**

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board, as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the reputation or legal position of the District is~~are~~ prohibited.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

General Expectations of All Board Members

A. Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.

B. Be familiar with and follow applicable local, State, and Federal laws and regulations.

C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, and conflicts of interest (see Bylaw 0144.3 - Conflict of Interest).

D. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, qualifications of the office, and conflicts of interest (see Bylaw 0144.3 - Conflict of Interest).

E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.

F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.

G. Treat others with respect and dignity at all times, maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive~~,~~ or controversial matters, or matters involving disagreement.

H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.

I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.

J. Render all decisions based on the available facts and independent judgment.

K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.

L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.

M. Communicate to other Board members, in accordance with the Open Meeting Law, and the District Administrator expressions of public reaction to Board policies and school programs (see Board Member Communication section below, Bylaw 0143.1 - Public Expression of Board Members, and Bylaw 0167.5 - Use of Electronic Mail).

N. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.

O. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

P. Refrain from using their Board positions for personal partisan gain.

Q. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.

R. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

S. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.

T. Disclose any actual or perceived conflict of interest.

Board Member Communication

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

A. On behalf of the Board: normally, this is the function of the Board President or, in the President's absence, the Vice President. The Board may, by majority vote, delegate this responsibility to another Board member in a specific circumstance. In every case, the Board member~~Member~~ communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.

B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether the member of the Board is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

Board Member Use of Electronic Communication Devices Prohibited

An individual Board member's use of electronic communication devices, such as cell phones or smartphones, during a Board meeting, both during open session and during closed session, may lead to the public's and/or other Board members' perception that a Board member is not paying attention to the subject matter at hand or that a Board member is receiving information relative to the subject matter at hand that other Board members and members of the public are not receiving, or is communicating with persons not at the meeting regarding the subject matter of the meeting, any of which is inimical to good government and transparency, and, in the case of a closed session, may also be contrary to the legal interests of the Board. Therefore, the Board's use of electronic communication devices (including cell phones and smartphones), other than for the purpose of accessing agenda materials that are on a Board member's tablet or laptop computer, is prohibited during Board meetings.

Exceptions may be made by the Board in case an emergency or other special circumstance warrants an exception.

Board Member Interaction with Staff

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, nondiscrimination~~non-discrimination~~, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information, or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by majority vote of the Board.

Board member~~members~~ access to and request for School District records and information is governed by Board Bylaw 0143.2 - Board Member Information Requests.

Board Member Records and Confidentiality

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records the Board member creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310 - Public Records).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board.

Enforcement

Complaints alleging violations of the Board Member Code of Conduct may be brought by any parent, student, staff member or District resident~~person~~ and must~~can~~ be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President, who under such circumstances shall perform the duties of the Board President described in this policy. All Complaints shall bear the name and signature of the complainant and include a detailed description of the alleged misconduct, any evidence supporting the allegations, and the action/relief being requested.

The Board President may choose to consolidate complaints for consideration if more than one (1) individual files similar complaints, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

The President ~~or Vice President~~ shall review the complaint and ~~determine whether the officer can~~ investigate the matter. The President may~~or if the President or Vice President needs to~~ contact the School District's legal counsel for support in the investigation of the complaint and/or other matters related to the complaint. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be ~~disciplined,~~ prevented from participating in Board meetings, or removed from office by the Board. However, the~~The~~ Board may consider the following:

A. formal censure by resolution passed by a majority of the Board in an open session meeting of the Board;

B. removal from Board committee assignments that is an~~for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted~~ exception to Bylaw 0155 - Committees;

C. restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda;

D. referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office;

E. referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct;

F. other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

If a complainant or any other person contacts an individual Board member, other than the Board President, to discuss a complaint or investigation under this policy, the Board member shall inform the person that the Board member has no authority to act in an individual capacity and shall refer the person to this bylaw or the Board President for further assistance.

Revised 11/15/21
Revised 5/16/22
T.C. 3/29/23
T.C. 10/16/23

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Legal

17.13, Wis. Stats.

946.12, Wis. Stats.

The Consortium of State School Board Associations

The National Association of School Boards

The Wisconsin Association of School Boards

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP
Code	po1210 CHOICES
Status	draft
Adopted	October 26, 2015
Last Revised	November 15, 2021

1210 - **BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP**

The Board believes that, in general, it is the primary duty of the Board to establish policies and that of the District Administrator to administer such policies. Policy should not be originated or changed without the input or recommendation of the District Administrator. The District Administrator should be given the latitude to determine the best method of implementing the policies of the Board.

The District Administrator, as the ~~chief administrative officer~~administrative head of the District, is the primary professional advisor to the Board. As such, the District Administrator~~S/He~~ is responsible for the development, supervision, and operation of the school program and facilities, including the development of administrative guidelines consistent with Policy 1230.01 – Development of Administrative Guidelines.

The District Administrator and those administrators directed by the District Administrator shall attend all Board meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

In the interests of promoting and maintaining a healthy and productive work environment, the District Administrator shall report to the Board President any information regarding Board member conduct in violation of Policy 3362.01/Policy 4362.01 - Threatening Behavior Toward Staff Members~~, Policy 4362.01 - Threatening Behavior Toward Staff Members,~~ or Bylaw 0144.5 - Board Member Behavior, Communications, and Code of Conduct. If such a report involves the Board President, the Board Vice-President shall be notified.

The Board is responsible for determining the success of the District Administrator in meeting the goals established by the Board through annual evaluations of the District Administrator's performance. As the administrative head of the District, the District Administrator may delegate duties and responsibilities, including those contained in Board policy, to appropriate members of the staff. Those staff performing such duties and responsibilities shall be held accountable by the District Administrator for their performance as employees of the District. ~~[ ]~~The Board shall hold the District Administrator accountable for the administration of the District, actions taken by the District Administrator, and the District Administrator's personal behavior. (See Policy 1240 - Evaluation of the District Administrator) ~~[END OF OPTION]~~

~~[ ]~~Individual Board members who receive communications regarding matters within the purview of the administration including, but not limited to, personnel concerns or student/parent concerns, shall immediately refer concerns to the District Administrator, or if the concern relates to the District Administrator, to the Board President. ~~[END OF OPTION]~~
rformance.

Revised 11/20/17
Revised 8/20/18

© Neola 2025~~21~~

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP
Code	po1210 CHOICES
Status	draft
Adopted	October 26, 2015
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~~[ ]~~ Individual Board members who receive communications regarding matters within the purview of the administration including, but not limited to, personnel concerns or student/parent concerns, shall immediately refer concerns to the District Administrator, or if the concern relates to the District Administrator, to the Board President. ~~[END OF OPTION]~~
rformance.

Revised 11/20/17
Revised 8/20/18

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po1213 ACT 57 UPDATE (CHOICES TO BE MADE) no district ag1213
Status	draft
Adopted	October 26, 2015
Last Revised	February 3, 2026

1213 - **STUDENT SUPERVISION AND WELFARE**

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. ~~**[ ]It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility and/or harm to the welfare of the student(s).[END OF OPTION]**~~

An administrator, who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

Required Notification

The District Administrator shall notify the parent(s) or guardian(s) of a student when the District receives a report that gives reasonable cause to believe one of the following has occurred:

A. Sexual misconduct by a school staff member against a student;

B. A school staff member or volunteer has been convicted of a serious child sex offense and worked primarily with children in a way that would be a felony under 948.13, Wis. Stats.; and/or

C. A registered sex offender has intentionally captured an image of a minor student without the parent's or guardian's written consent.

Definitions

Report means any information, whether written or verbal, indicating one (1) of the categories of conduct described in the section above (A., B., and/or C.) in this policy.

Timing and Method of Notification

Timing

A. If the report is received before the end of the regular school day, the District shall notify the parent or guardian by 5:00 p.m. that same day.

B. If the report is received after school hours or on a non-school day, the District shall provide notification by noon of the next calendar day.

Method

A. Notice must be provided in person or by phone (including voicemail) to the parent(s) or guardian(s) of the specific student who is alleged to have been the victim, target, or recipient of the conduct.

B. The District may follow up the in-person or phone notification with written or email documentation for record-keeping purposes.

Annual Notice of Rights

The District shall provide an annual notice to all parents and guardians informing them of their rights to access records related to the discipline of a school employee under public records law~~This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462 - Child Abuse and Neglect~~.

Standard of Care of Students

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to the following:

A. An administrator shall report immediately any accident or safety hazard about which they are informed or detect to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. An administrator shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Reporting of Crime Statistics.

C. An administrator should not volunteer to assume responsibility for duties that they cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.

D. An administrator shall not send students on any personal errands.

E. An administrator shall not associate with students, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

   This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

F. An administrator shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

G. An administrator, other than the District Administrator, shall not transport students for school-related activities in a private vehicle without the approval of their immediate supervisor and consistent with the provisions of Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips. This does not apply to any student who is the administrator's family member.

H. A student shall not be required to perform work or services that may be detrimental to their health.

I. Administrators shall not engage students in social media and online networking media (see also Policy 7544), except for Board-approved curricular and extra-curricular activities.

J. Administrators are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events, where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of an administrator's own child or other relative.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any administrator who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

~~**bn note: this language mirrors what you have in your harassment policies 3362, 4362**~~

~~**[DRAFTING NOTE: The optional language below is not required by 2025 Act 57, but may be desired for additional direction to employees.]**~~

~~[ ]~~ Appropriate Staff and Student Relationships

The District is committed to maintaining safe, professional, and developmentally appropriate relationships between staff and students. All employees, volunteers, and adults working with students are expected to uphold clear and appropriate boundaries and report concerns to protect student welfare.

Prohibited Conduct

It is impossible to list every inappropriate conduct scenario, but the following expectations, as well as other similar types of behavior, apply:

A. **Preferential Treatment or Favoritism** - Staff behaviors that demonstrate, or give the perception of, preferential treatment toward a student or group of students.

B. **Boundary Invasions** - Staff-student relationships may become inappropriate based on the frequency, timing, location, or nature of interactions. Consent from the student or parent does not justify boundary invasions.

Maintaining professional boundaries is essential to student safety; however, the District recognizes that certain physical contact or personal involvement may be clinically or educationally necessary. Behaviors that are required for a student's well-being or instructional success are permitted. This includes, but is not limited to: providing hygiene assistance to a student (e.g., following a toileting accident); physical spotting or corrective positioning in athletics (e.g., wrestling, gymnastics, or football); and administering first aid or emergency medical care.

Any behavior that lacks a clear educational or medical justification, or that serves the emotional or physical needs of the adult rather than the student, is strictly prohibited. Such behaviors may be indicators of grooming and will be subject to immediate investigation. Inappropriate boundary invasions may include, but are not limited to, the following:

1. hugging, kissing, or other physical contact with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to curriculum;
5. showing pornography to a student;
6. inappropriate comments about a student's body or appearance;
7. taking an undue interest in a student (i.e. having a special friend or a special relationship);
8. initiating or extending contact with students beyond the school day for personal purposes;
9. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
10. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
11. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
12. going to a student's home for non-educational purposes;
13. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
14. giving gifts or money to a student for no legitimate educational purpose;

15. accepting gifts or money from a student for no legitimate educational purpose;
16. being overly touchy with students;
17. favoring certain students by inviting them to come to the classroom at non-class times;
18. getting a student out of class to visit with the staff member;
19. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student secrets and having secrets with a student; and
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly.

C. **Romantic or Sexual Conduct** - Staff must not engage in any romantic or sexual conduct with students, including dating, advances, sexual contact, or sexually suggestive communication.

Outside-District and Staff-Parent Relationships - This policy permits appropriate interactions from legitimate, pre-existing, non-District relationships (e.g., relatives, family friends). Staff who are parents or guardians of enrolled students must maintain professional conduct in all school-related activities and communications, avoiding favoritism or conflicts of interest. Where such relationships compromise professional responsibilities, the District may intervene.

Professional Conduct During Off-Site School Activities - Staff must maintain professional boundaries during all school-sponsored off-site activities such as field trips, competitions, travel, and overnight events. Increased vigilance is required in these less-supervised settings.

Reporting of Allegations of Inappropriate Staff and Student Relationships

A. **Student Reporting Process** - Students who feel uncomfortable or witness inappropriate behavior are encouraged to report concerns to a trusted staff member or school counselor~~ **( ), or via the District's anonymous reporting tool [END OPTION]**~~. All reports will be treated confidentially to the extent legally possible.

B. **Staff Required Reporting of Misconduct** - Any concerns about inappropriate staff-student conduct must be reported immediately to a supervisor, principal, or the District's Compliance Officer(s). Anonymous reports will be investigated per District harassment procedures outlined in Policy 5517 - Student Anti-Harassment.

Mandated Reporting - Per 48.981, Wis. Stats., all staff are mandatory reporters. Suspected child abuse, including by another staff member, must be reported immediately to:

A. A designated administrator; and

B. Child Protective Services and/or law enforcement.

Immediate action is required; do not delay. More info: https://dcf.wisconsin.gov/cps/process

Violations and Consequences - Violations of this policy may result in disciplinary action, up to and including termination, and may be reported to external agencies as required by law.

Policy Access and Training - This policy will be:

A. posted on the District's website;

B. reviewed annually with staff; and

C. included in new employee onboarding.

~~[END OF OPTION]~~

Pursuant to the laws of the State and Board Policy 8462 - Child Abuse and Neglect, each administrator shall report to the proper legal authorities, immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18
Revised 5/20/19
Revised 7/20/20
Revised 5/18/21
Revised 10/24/22
T.C. 2/3/26

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Legal 48.981, Wis. Stats.
948, Wis. Stats.
948.095, Wis. Stats.
118.07(6), Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of DEVELOPMENT OF ADMINISTRATIVE GUIDELINES
Code	po1230.01 CHOICES
Status	draft
Adopted	October 26, 2015

1230.01 - **DEVELOPMENT OF ADMINISTRATIVE GUIDELINES**

The Board ~~of Education~~ delegates to the District Administrator the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the District will operate. These administrative guidelines shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative guidelines and rules only when required by law, and when the District Administrator recommends Board adoption.

The District Administrator may also issue such administrative and student handbooks as the District Administrator~~s/he~~ may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

~~[ ]~~ The District Administrator may consult with appropriate District leadership and stakeholders, when appropriate, during the development of administrative guidelines. ~~**[END OF OPTION]**~~

As long as the provisions of these administrative guidelines and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

The District Administrator shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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Legal 118.24, Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of DEVELOPMENT OF ADMINISTRATIVE GUIDELINES
Code	po1230.01 CHOICES
Status	draft
Adopted	October 26, 2015

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Legal 118.24, Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of EVALUATION OF THE DISTRICT ADMINISTRATOR
Code	po1240 CHOICES
Status	draft
Adopted	October 26, 2015

1240 - **EVALUATION OF THE DISTRICT ADMINISTRATOR**

The Board ~~of Education~~ believes it is essential that it evaluate the District Administrator's performance periodically in order to assist both the Board and the District Administrator in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The Board shall annually, evaluate the performance of the District Administrator. (See Policy 1110) Such evaluation shall include an assessment of:

A. the progress toward the educational goals of the District;

B. the working relationship between the Board and the District Administrator;

C. the Board's own effectiveness in providing direction to the District Administrator.

Such assessments will be based on defined quality expectations developed by the Board for each ~~criteria~~criterion being assessed.

The Board and the District Administrator, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted.

As an outcome of the evaluation of the District Administrator's performance, the Board should be prepared to judge the advisability of retention of the District Administrator and be prepared better to:

A. ~~( )~~ make decisions related to the District Administrator's contract renewal;

B. determine the District Administrator's salary ~~( ) and performace based incentives **[END OF OPTION]**~~;

C. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;

D. establish specific objectives, the achievement of which will advance the District toward its goals;

E. ~~( ) determine progress toward District strategic goals as outlined in Policy 1110 - Assessment of District Goals;~~

F. improve its own performance as the public body ultimately charged with the educational responsibility of this District.

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT
Code	po2131.01 adds additonal Act 20 Language
Status	draft
Adopted	October 26, 2015
Last Revised	August 17, 2020

2131.01 - **READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board shall approve a program of reading goals for students for grades four year-old kindergarten to 12.

To promote student's reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades four year-old kindergarten to twelve (12)~~12~~. The District Administrator may fulfill this obligation by contracting with another district or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently the students shall be assessed based on the reading goals.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the Board.

Assessments of Reading Readiness

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Department of Public Instruction (DPI)~~Board~~ shall be administered annually to each student enrolled in four (4) year old kindergarten through second grade. ~~The Board shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter-sound knowledge.~~

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that the student~~s/he~~ is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in ~~four~~five (5) year-old kindergarten to grade ~~4~~ three (3) if the student is identified as at-risk based on the assessment tool. ~~any of the following occurs:~~

Interventions

Within the period of time specified by law, the District Administrator shall, for each student identified as at-risk, do the following:

A. Create a personal reading plan for the student that includes at least all of the following:

1. The student's specific early literacy skill deficiencies, as identified by the applicable assessment.
2. Goals and benchmarks for the student's progress toward grade-level literacy skills.
3. How the student's progress will be monitored.
4. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.

5. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

6. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.

7. Any additional services available and appropriate to accelerate the student's early literacy skill development.

B. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.

C. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.

D. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.

E. After providing the interventions described in the student's personal reading plan to the student for ten (10) weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

A. ~~The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.~~

B. ~~The student fails to score above the State minimum performance standard on the reading test and:~~

1. ~~a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or~~

2. ~~a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability~~

3. ~~the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.~~

Revised 6/20/16
T.C. 8/17/20

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Legal 115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d), Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
Code	po2261.01 choice
Status	draft
Adopted	October 26, 2015
Last Revised	February 10, 2021

2261.01 - **PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year, the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement plan (referred to as "policy" in Federal law) to establish expectations for the involvement of such parents and family members in the education of their children. The content and effectiveness of the ~~proposed~~ plan (policy) shall be reviewed ~~and approved~~ annually by the District~~Board~~ and distributed to parents and family members of children receiving Title I services.

In accordance with Federal law, the~~The~~ proposed plan (policy) must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;

B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;

D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:

   1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

   2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

   3. strategies to support successful school and family interactions;

E. use the findings of the above-referenced evaluation to:

   1. design evidence-based strategies for more effective parental involvement; and,

   2. revise the parent and family member engagement policy, if necessary;

F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement

policy;

G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable, in a language~~language,~~ such parents can understand;

H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;

I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;

J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

K. involve parents in the planning, review, and improvement of the Title I program;

L. communicate information concerning school performance profiles and their child's individual performance to parents;

M. assist parents in helping their children in achieving the objectives of the program ~~( ) by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like~~ **[END OF OPTION]**;

N. provide timely responses to parental questions, concerns, and recommendations;

O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;

P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

B. Supporting programs that reach parents and family members at home, in the community, and at school.

C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.

E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.

B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.

C. Parents must be involved in an organized, ongoing~~on-going~~ and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.

D. Parents of participating students must be provided with:

1. timely information about the Title I program and the school's parent and family member engagement policy;

2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;

3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.

E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.

F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:

1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;

2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;

3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.

H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;

B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);

C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource

centers);

E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;

F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;

B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;

D. train parents to enhance the involvement of other parents;

E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

F. adopt and implement model approaches to improving parental involvement in Title I programs;

G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;

H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Revised 11/20/17
Revised 7/20/20
T.C. 2/10/21

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Legal 20 U.S.C. 6318

34 C.F.R. Part 200 et seq.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	draft
Adopted	October 26, 2015
Last Revised	September 23, 2025

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The District Administrator is to develop guidelines for coaches to follow which will ensure that as many students as possible have the opportunity to play so they have the opportunity to benefit from the learning experience.

The Board ~~further~~ adopts ~~those~~ eligibility criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards. ~~[ ]~~ The Board further adopts the Name, Image, Likeness (NIL) compensation standards set by the ~~Constitution of the Wisconsin Interscholastic Athletic Association (~~WIAA~~)~~, and directs the District Administrator to provide interscholastic athletics for students in accordance with the WIAA Constitution, Bylaws, and Rules of Eligibility. ~~and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.~~ **~~Consider Drafting Note?[DRAFTING NOTE: If the District chooses this option, the district must comply with the WIAA's NIL policies and will likely be responsible for assuring that student athletes follow the rules as well. It is recommended that districts give a copy of the WIAA policies to students who participate in their sanctioned sports, especially those participating in NIL. Districts must monitor students who are participating in NIL, because if a student violates the WIAA policies, the district, the school, the team, and the student can be sanctioned by the WIAA for violations.]~~**

The District Administrator is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. The District provides the following safeguards:

A. Prior to enrolling in the sport,

1. each participant shall submit to a thorough physical examination by a District-approved physician.

2. parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.

B. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.

C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

D. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

Revised 11/20/17
Revised 11/15/21
T.C. 9/23/25

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Legal 120.12(23), Wis. Stats.

P.I. 9.03(1)(h), Wis. Adm. Code

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Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
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Code	po3213 ACT 57 CHOICES- have an ag3213
Status	draft
Adopted	October 26, 2015
Last Revised	February 3, 2026

3213 - **STUDENT SUPERVISION AND WELFARE**

Professional staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the professional staff member, and/or harm to the welfare of the student(s). ~~[~~It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility. ~~**[END OF OPTION]**~~

A professional staff member, or a person who works or volunteers with children, who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462 - Child Abuse and Neglect.

Standard of Care of Students

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following standards:

A. A professional staff member shall report immediately any accident or safety hazard about which they are informed or detect to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Reporting of Crime Statistics.

C. A professional staff member should not volunteer to assume responsibility for duties that they cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.

D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.

E. A professional staff member shall not send students on any personal errands.

F. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

   This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

G. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

H. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of their immediate supervisor and consistent with the provisions of Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips. This does not apply to any student who is a professional staff member's family member.

I. A student shall not be required to perform work or services that may be detrimental to their health.

J. Staff members shall not engage students in social media and online networking media (see also Policy 7544 - Use of Social Media), except for appropriate academic, extra-curricular, and/or professional uses consistent with Policy 7540 - Technology, Policy 7540.03 - Student Technology Acceptable Use and Safety, Policy 7540.04 - Staff Technology Acceptable Use and Safety, and Policy 7540.04 - Staff Technology Acceptable Use and Safety.

K. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events, where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a professional staff member's own child or other relative.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

~~**[DRAFTING NOTE: The optional language below is not required by 2025 Act 57, but may be desired for additional direction to employees.]**~~

~~[ ]~~ Appropriate Staff and Student Relationships

The District is committed to maintaining safe, professional, and developmentally appropriate relationships between staff and students. All employees, volunteers, and adults working with students are expected to uphold clear and appropriate boundaries and report concerns to protect student welfare.

Prohibited Conduct

It is impossible to list every inappropriate conduct scenario, but the following expectations, as well as other similar types of behavior, apply:

A. **Preferential Treatment or Favoritism** - Staff behaviors that demonstrate, or give the perception of, preferential treatment toward a student or group of students.

B. **Boundary Invasions** - Staff-student relationships may become inappropriate based on the frequency, timing, location, or nature of interactions. Consent from the student or parent does not justify boundary invasions.

   Maintaining professional boundaries is essential to student safety; however, the District recognizes that certain physical contact or personal involvement may be clinically or educationally necessary. Behaviors that are required for a student's well-being or instructional success are permitted. This includes, but is not limited to: providing hygiene assistance to a student (e.g., following a toileting accident); physical spotting or corrective positioning in athletics (e.g., wrestling, gymnastics, or football); and administering first aid or emergency medical care.

   Any behavior that lacks a clear educational or medical justification, or that serves the emotional or physical needs of the adult rather than the student, is strictly prohibited. Such behaviors may be indicators of grooming and will be subject to immediate investigation. Inappropriate boundary invasions may include, but are not limited to, the following:

   1. hugging, kissing, or other physical contact with a student;
   2. telling sexual jokes to students;
   3. engaging in talk containing sexual innuendo or banter with students;

4. talking about sexual topics that are not related to curriculum;
5. showing pornography to a student;
6. inappropriate comments about a student's body or appearance;
7. taking an undue interest in a student (i.e. having a special friend or a special relationship);
8. initiating or extending contact with students beyond the school day for personal purposes;
9. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
10. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
11. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
12. going to a student's home for non-educational purposes;
13. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
14. giving gifts or money to a student for no legitimate educational purpose;
15. accepting gifts or money from a student for no legitimate educational purpose;
16. being overly touchy with students;
17. favoring certain students by inviting them to come to the classroom at non-class times;
18. getting a student out of class to visit with the staff member;
19. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student secrets and having secrets with a student; and
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly.

C. **Romantic or Sexual Conduct** - Staff must not engage in any romantic or sexual conduct with students, including dating, advances, sexual contact, or sexually suggestive communication.

Outside-District and Staff-Parent Relationships - This policy permits appropriate interactions from legitimate, pre-existing, non-District relationships (e.g., relatives, family friends). Staff who are parents or guardians of enrolled students must maintain professional conduct in all school-related activities and communications, avoiding favoritism or conflicts of interest. Where such relationships compromise professional responsibilities, the District may intervene.

Professional Conduct During Off-Site School Activities - Staff must maintain professional boundaries during all school-sponsored off-site activities such as field trips, competitions, travel, and overnight events. Increased vigilance is required in these less-supervised settings.

Reporting of Allegations of Inappropriate Staff and Student Relationships

A. **Student Reporting Process** - Students who feel uncomfortable or witness inappropriate behavior are encouraged to report concerns to a trusted staff member or school counselor ~~( ), or via the District's anonymous reporting tool [END OPTION]~~. All reports will be treated confidentially to the extent legally possible.

B. **Staff Required Reporting of Misconduct** - Any concerns about inappropriate staff-student conduct must be reported immediately to a supervisor, principal, or the District's Compliance Officer(s). Anonymous reports will be investigated per District harassment procedures outlined in Policy 5517 - Student Anti-Harassment.

Mandated Reporting - Per 48.981, Wis. Stats., all staff are mandatory reporters. Suspected child abuse, including by another staff member, must be reported immediately to:

A. A designated administrator; and

B. Child Protective Services and/or law enforcement.

Immediate action is required; do not delay. More info: https://dcf.wisconsin.gov/cps/process

Violations and Consequences - Violations of this policy may result in disciplinary action, up to and including termination, and may be reported to external agencies as required by law.

Policy Access and Training - This policy will be:

A. posted on the District's website;

B. reviewed annually with staff; and

C. included in new employee onboarding.

~~**[END OF OPTION]**~~

Pursuant to the laws of the State and ~~Board~~ Policy 8462 - Child Abuse and Neglect, each professional staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect. In addition, if there is any cause to suspect misconduct as specified in 118.07(6), Wis. Stats., as described in "Additional Required Reporting" in Policy 8462 – Child Abuse and Neglect, each professional staff member shall immediately report it to the District Administrator or their supervisor or a Title IX Coordinator.

Revised 5/20/19
Revised 7/20/20
Revised 5/18/21
Revised 10/24/22
T.C. 7/29/24
T.C. 2/3/26

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Legal 48.981, 948, 948.095 Wis. Stats.
118.07(6), Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	TERMINATION AND RESIGNATION
Code	po4140 NEW FOR HUSTISFORD
Status	From Neola

4140 - **TERMINATION AND RESIGNATION**

TERMINATION

Employment of support staff employees may be terminated ~~**( ) upon a majority vote of the Board ( )**~~ by the District Administrator~~ **[END OF OPTIONS]. [DRAFTING NOTE: Unlike administrators and teachers, there is no statutory requirement that the Board terminate support staff. For maximum flexibility and expedience in managing vacancies, it is recommended that the Board delegate support staff termination authority to the District Administrator.]**~~

~~[ ]~~ Support staff employees subject to termination ~~( )~~ may ~~**( ) shall [END OF INTERNAL OPTION]**~~ be given an opportunity to resign. ~~**[END OF OPTION]**~~

RESIGNATION

A support staff member may resign by filing a written resignation with the District Administrator.

~~[ ]~~ A resignation, once accepted, may not then be rescinded. ~~**[END OF OPTION]**~~

~~[ ]~~ The District Administrator may act for the Board in the acceptance of a resignation. ~~**[END OF OPTION]**~~

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Book	Policy Manual
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Code	po4213 ACT 57 - CHOICES Has an AG for this policy
Status	draft
Adopted	October 26, 2015
Last Revised	February 3, 2026

4213 - **STUDENT SUPERVISION AND WELFARE**

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). ~~[ ]~~ It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility. ~~**[END OF OPTION]**~~

A support staff member, or a person who works or volunteers with children, who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462 - Child Abuse and Neglect.

Standard of Care of Students

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following standards:

A. A support staff member shall report immediately any accident or safety hazard about which they are informed or detect to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. A support staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Reporting of Crime Statistics - School Safety. Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.

C. Support staff should not volunteer to take on responsibilities they are not reasonably qualified or able to perform. Voluntarily assuming such duties carries the same level of accountability as formally assigned responsibilities.

D. A support staff member shall not send students on any personal errands.

E. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

   This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

F. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

G. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of their immediate supervisor and consistent with the provisions of Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips. This does not apply to any student who is a support staff member's family member.

H. A student shall not be required to perform work or services that may be detrimental to their health.

I. Staff members shall not engage students in social media and online networking media (see also Policy 7544 - Use of Social Media), except for appropriate academic, extra-curricular, and/or professional uses consistent with Policy 7540 - Technology, Policy 7540.03 - Student Technology Acceptable Use and Safety, and/or Policy 7540.04 - Staff Technology Acceptable Use and Safety.

J. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such event where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a support staff member's own child or other relative.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

~~**[DRAFTING NOTE: The optional language below is not required by 2025 Act 57, but may be desired for additional direction to employees.]**~~

~~[ ]~~ Appropriate Staff and Student Relationships

The District is committed to maintaining safe, professional, and developmentally appropriate relationships between staff and students. All employees, volunteers, and adults working with students are expected to uphold clear and appropriate boundaries and report concerns to protect student welfare.

Prohibited Conduct

It is impossible to list every inappropriate conduct scenario, but the following expectations, as well as other similar types of behavior, apply:

A. **Preferential Treatment or Favoritism** - Staff behaviors that demonstrate, or give the perception of, preferential treatment toward a student or group of students.

B. **Boundary Invasions** - Staff-student relationships may become inappropriate based on the frequency, timing, location, or nature of interactions. Consent from the student or parent does not justify boundary invasions.

   Maintaining professional boundaries is essential to student safety; however, the District recognizes that certain physical contact or personal involvement may be clinically or educationally necessary. Behaviors that are required for a student's well-being or instructional success are permitted. This includes, but is not limited to: providing hygiene assistance to a student (e.g., following a toileting accident); physical spotting or corrective positioning in athletics (e.g., wrestling, gymnastics, or football); and administering first aid or emergency medical care.

   Any behavior that lacks a clear educational or medical justification, or that serves the emotional or physical needs of the adult rather than the student, is strictly prohibited. Such behaviors may be indicators of grooming and will be subject to immediate investigation. Inappropriate boundary invasions may include, but are not limited to, the following:

   1. hugging, kissing, or other physical contact with a student;
   2. telling sexual jokes to students;
   3. engaging in talk containing sexual innuendo or banter with students;

4. talking about sexual topics that are not related to curriculum;
5. showing pornography to a student;
6. inappropriate comments about a student's body or appearance;
7. taking an undue interest in a student (i.e. having a special friend or a special relationship);
8. initiating or extending contact with students beyond the school day for personal purposes;
9. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
10. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
11. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
12. going to a student's home for non-educational purposes;
13. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
14. giving gifts or money to a student for no legitimate educational purpose;
15. accepting gifts or money from a student for no legitimate educational purpose;
16. being overly touchy with students;
17. favoring certain students by inviting them to come to the classroom at non-class times;
18. getting a student out of class to visit with the staff member;
19. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student secrets and having secrets with a student; and
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly.

C. **Romantic or Sexual Conduct** - Staff must not engage in any romantic or sexual conduct with students, including dating, advances, sexual contact, or sexually suggestive communication.

Outside-District and Staff-Parent Relationships - This policy permits appropriate interactions from legitimate, pre-existing, non-District relationships (e.g., relatives, family friends). Staff who are parents or guardians of enrolled students must maintain professional conduct in all school-related activities and communications, avoiding favoritism or conflicts of interest. Where such relationships compromise professional responsibilities, the District may intervene.

Professional Conduct During Off-Site School Activities - Staff must maintain professional boundaries during all school-sponsored off-site activities such as field trips, competitions, travel, and overnight events. Increased vigilance is required in these less-supervised settings.

Reporting of Allegations of Inappropriate Staff and Student Relationships

A. **Student Reporting Process** - Students who feel uncomfortable or witness inappropriate behavior are encouraged to report concerns to a trusted staff member or school counselor ~~( ), or via the District's anonymous reporting tool **[END OPTION]**~~. All reports will be treated confidentially to the extent legally possible.

B. **Staff Required Reporting of Misconduct** - Any concerns about inappropriate staff-student conduct must be reported immediately to a supervisor, principal, or the District's Compliance Officer(s). Anonymous reports will be investigated per District harassment procedures outlined in Policy 5517 - Student Anti-Harassment.

Mandated Reporting - Per 48.981, Wis. Stats., all staff are mandatory reporters. Suspected child abuse, including by another staff member, must be reported immediately to:

A. A designated administrator; and

B. Child Protective Services and/or law enforcement.

Immediate action is required; do not delay. More info: https://dcf.wisconsin.gov/cps/process

Violations and Consequences - Violations of this policy may result in disciplinary action, up to and including termination, and may be reported to external agencies as required by law.

Policy Access and Training - This policy will be:

A. posted on the District's website;

B. reviewed annually with staff; and

C. included in new employee onboarding.

~~**[END OF OPTION]**~~

Pursuant to the laws of the State and ~~Board~~ Policy 8462 - Child Abuse and Neglect, each support staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect. In addition, if there is any cause to suspect misconduct as specified in 118.07(6), Wis. Stats., as described in "Additional Required Reporting" in Policy 8462 – Child Abuse and Neglect, each support staff member shall immediately report it to the District Administrator or their supervisor or a Title IX Coordinator.

Revised 5/20/19
Revised 7/20/20
Revised 5/18/21
Revised 10/24/22
T.C. 7/29/24
Revised 12/15/25
T.C. 2/3/26

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Legal 48.981, 948, 948.095 Wis. Stats.
118.07(6), Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of Vol. 35, No. 1 - November 2025 New STUDENT IDENTIFICATION NUMBERS AND CARDS
Code	po5135 NEW for consideration
Status	From Neola

New Policy - Vol. 35, No. 1

5135 - **STUDENT IDENTIFICATION NUMBERS AND CARDS**

Each student enrolled in the District shall be provided a unique identification number. The identification number shall not be identical to or incorporate the student's Social Security number.

The Board authorizes the District Administrator to issue identification cards to students.

If identification cards are issued, each identification card shall include the telephone number for the National Suicide Prevention Lifeline or one of its affiliate crisis centers or, if the National Suicide Prevention Lifeline ceases operations, another national network of local crisis centers that provides free and confidential emotional support to individuals in suicidal crisis or emotional distress twenty-four (24) hours a day and seven (7) days a week.

Identification cards may also include the following information, if available:

A. a statement that the text-based emotional support service of the Crisis Text Line may be accessed by texting HOPELINE to 741741 or, if applicable, by specifying any successor method;

B. instructions for contacting a text-based state or national organization, other than the National Suicide Prevention Lifeline or a successor organization, that provides free support to individuals in crisis twenty-four (24) hours a day and seven (7) days a week;

C. the telephone number for a local suicide prevention hotline.

The District Administrator shall take appropriate steps to comply with this statutory requirement whenever student identification cards are issued by the District.

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Legal	118.169, Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of PERSONAL COMMUNICATION DEVICES
Code	po5136 redraft a portion of this policy WORK ON WITH PRINCIPALS
Status	draft
Adopted	October 26, 2015
Last Revised	March 30, 2022

5136 - **PERSONAL COMMUNICATION DEVICES**

The Board is aware that PCDs are used by students and parents to communicate with each other. However, the use of PCDs on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

"Personal communication devices" (PCDs), also referred to as "wireless communication devices", as used in this policy, mean a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following:
~~are defined in Bylaw 0100.~~

A. cellular/mobile telephone;

B. tablet computer;

C. laptop computer;

D. gaming device;

E. smartphone;

F. e-reader;

G. smartwatch;

H. wearable technology;

I. any other web-enabled devices of any type.

~~Elementary students may use PCDs before and after school. During the school day, elementary students are required to abide by the school rules regarding storage of their PCDs.~~

~~Secondary students may use PCDs before and after school, during their lunch break, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited.~~

~~However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.~~

bn Note: choose one to replace district specific language removed above[DRAFTING NOTE: SELECT OPTION A OR OPTION B OR OPTION C]

[OPTION A]

[ ] While students may possess PCDs in school, on school property, during after-school activities (e.g., extra-curricular activities), and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours **( )**, during after-school activities (e.g., extra-curricular activities) **( )**, and on school buses or other Board-provided vehicles **[END OF OPTIONS]**.

[END OF OPTION A]

[OPTION B]

[ ] Students may use PCDs before and after school, **( )** during their lunch break, **( )** in between classes as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment, **( )** during after-school activities (e.g., extra-curricular activities), **( )** or at school-related functions **[END OF OPTIONS]**. Use of PCDs at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

[END OF OPTION B]

[OPTION C]

[ ] In order to avoid disruption of the educational environment and protect students' right of privacy, student use of PCDs is prohibited on school grounds during school hours, **( )** at after-school activities (e.g., extra-curricular activities), **[END OF OPTION]** and on school buses or other Board-provided vehicles. The PCD must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. **[DRAFTING NOTE: This option is provided as WI Stat. 120.12(29)(e) allows school boards to adopt policies more restrictive than 2025 Wisconsin Act 42.]**

[END OF OPTION C]
End bn note

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day or a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon any Protected Class consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity~~their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs~~; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Policy Violations

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose ~~his/her~~the privilege to bring a PCD to school for a designated length of time or on a permanent basis.

[DRAFTING NOTE: The language below is required per WI Statute 120.12 (29)]

Student use of PCDs in the following circumstances will not be considered a violation of this policy:

A. **Emergency or Threat:** Student use of a PCD is allowed in the event of an emergency or a perceived threat to address the safety and security of students and staff.

B. **Health Care Management:** Student use is authorized as necessary to manage or support a specific student's health care needs **( )** as approved by the District Nurse **( )** as defined in the individual student health plan **[END OF OPTIONS].**

C. **Individualized Education Plans:** Student use is authorized consistent with a student's Individualized Education Program (IEP) or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.

D. **Educational Purposes:** Student use is authorized by a teacher for legitimate educational purposes during instructional time as described above.

E. **( ) Board Exceptions to this Policy: _____. [END OF OPTION]**

[DRAFTING NOTE: Other exceptions may be permitted if the School Board determines that such use is beneficial to student learning or well-being.]

Duty to Report

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students Responsible for Their PCDs

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Annual Notice

No later than October 1 of each year, the Department of Public Instruction (DPI) shall be notified by the District of whether any changes have been made to this policy and, if so, the updated policy shall be submitted to the DPI.

118.13, Wis. Stats.
118.258, Wis. Stats.
175.22, Wis. Stats.
120.12(29) Wis. Stats.

Revised 11/20/17
T.C. 3/30/22

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	po5411 CHOICE
Status	draft
Adopted	May 12, 2025
Last Revised	December 15, 2025

5411 - **THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS**

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2027.

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year-old-kindergarten to third-grade students who are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English-Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the student's parent and the student's school agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment, as defined by the Department of Education (DPI).

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third grade to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors including, but not limited to:

A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;

B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;

C. Why the student has not completed their personal reading plan;

D. Whether or which alternatives to retention can help support the student to achieve reading proficiency;

E. Any other factor(s) relevant in deciding whether to retain or promote a student;

F. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;

G. Whether the student is eligible for an exception contained under this policy;

H. The potential long-term adverse risks and/or benefits of retention.

Based on the comprehensive evaluation of factors above, the District will make one (1) of the following determinations:

A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention int~~o~~ third grade.

B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.

C. Promotion: The District recommends retention with applicable supports and services, but the student's parent(s) do not agree with the District's recommendation.

D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

A. In the following and subsequent school year(s), provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;

B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and

C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one (1) or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;

B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;

C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;

D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one (1), two (2), or three (3);

E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one (1), two (2), or three (3) for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement, including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Parental Notification

No later than fifteen (15) days after the reading readiness assessment is scored, the Board shall provide the results of the reading readiness assessment, in writing containing at least all of the following information to the student's parent in the parent's native language:

A. the student's score on the reading readiness assessment;

B. the student's score in each early literacy skill category assessed by the assessment;

C. the student's percentile rank score on the reading readiness assessment, if available;

D. the definition of "at-risk" and the score on the reading readiness assessment that would indicate the student is at-risk;

E. a plain language description of the literacy skills the reading readiness assessment is designed to measure.

If the diagnostic assessment indicates that a student is at-risk, the Board shall include information about how to make a special education referral under 115.777, Wis. Stats., with the diagnostic assessment results provided.

If the Board is required to assess a student's early literacy skills using a diagnostic assessment, the Board shall provide all of the following, in writing, to the student's parent:

A. a description of the common indicators and characteristics of dyslexia;

B. information about appropriate interventions and accommodations for students with characteristics of dyslexia.

The Board shall post its early literacy remediation plan (including the parent notification policy) on the School District website.

If a student is identified as at risk based on a universal or diagnostic assessment, the Board shall:

A. provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the personal reading plan signed by the student's parent (acknowledgement rather than consent);

B. after ten (10) weeks of providing the student with the interventions in the student's personal reading plan, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

~~[ ]~~**Appeal Process**

Any person appealing a decision regarding promotion to grade four (4) under this policy shall submit a written appeal to the District Administrator within five (5) business days of notification. The person must state, in writing, the portion of this policy they believe was administered in error, including the reasons supporting that belief and the proposed remedy for the alleged error.

The District Administrator will meet with the parties involved and will issue a written decision within ten (10) business days. The decision of the District Administrator is final.

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Legal	118.016(4)(5), Wis. Stats. 118.33(5m)(a), Wis. Stats.

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of STUDENT USE OF BICYCLES
Code	po5514 replacement policy template CHOICES
Status	draft
Adopted	October 26, 2015

~~5514 - **STUDENT USE OF BICYCLES**~~

~~The Board of Education allows enrolled students to ride their bicycles to school at their own risk. The District shall not be responsible for the student's personal safety while not on school property, or for the loss or theft of the bicycle on or off school property.~~

~~Any student who rides his/her bicycle to school shall be responsible for parking the bicycle in a designated area established by the administration and for obeying bicycle safety rules.~~

Replacement Policy - Vol. 35, No. 1

5514 - **USE OF PERSONAL TRANSPORTATION DEVICES**

The Board regulates the utilization of bicycles, scooters, skateboards, hoverboards, and similar personal transportation devices, whether powered manually by an operator or powered by a mechanical means (including, but not limited to, small gas engines or electric motors). For purposes of this policy, such items are collectively referred to as "personal transportation devices" but do not include personal transportation devices needed and/or used due to a disability. Personal transportation devices necessary for use due to a student's disability are governed by other policies of the Board. Additionally, this policy does not prevent the safe and reasonable utilization and operation of personal transportation devices when needed due to a disability. This policy does not apply to motor vehicles which are subject to Policy 5515-Student Use and Parking of Motor Vehicles.

~~**[ ]** Because of the clear and present danger of accidents in traffic, inherent to riding personal transportation devices, it shall be the policy of the Board to prohibit the use of personal transportation devices **( )** except **( )** bicycles **( )** _____ **[END OF INTERNAL OPTIONS]** by students on campus for purposes of travel to and from school. **[END OF OPTION]**~~
~~**[DRAFTING NOTE: If any exceptions are allowed in the above action, the following option should be chosen as well.]**~~

~~**[ ]**~~ The Board regards the use of personal transportation devices for travel to and from school by students as an assumption of care, risk, and responsibility on the part of the students and parents of students. ~~**[END OF OPTION]**~~

The Board in no way regulates the utilization of personal transportation devices off Board property and in no way takes responsibility regarding the utilization of personal transportation devices on Board property, with the owner and operator of such devices being fully and wholly liable for any personal or property damage resulting from the operation of such devices.

The operator of a personal transportation device must observe all safety laws and rules, display courtesy and consideration toward others, and must abide by this policy as well as all laws and ordinances regarding the operation of the relevant device. Operating or bringing a personal transportation device on Board property is a privilege and not a right. An administrator may temporarily or permanently revoke such privilege to the extent that a personal transportation device is operated in a negligent, reckless, or other manner that creates a risk of harm to the operator or others, or in a fashion that otherwise fails to comply with safety rules, laws, or ordinances. Additional disciplinary action may result from the unsafe operation of a personal transportation device on Board property.

~~[ ]~~ Under no circumstances are gas-powered personal transportation devices to be operated on Board property.

~~**[ ]** Under no circumstances may an electric powered personal transportation device be operated on Board property at a speed that exceeds **( )** two (2) miles per hour **( )** _____ miles per hour **[END OF INTERNAL OPTIONS]**.~~ Upon the request of an administrator, the operator of an electronic powered transportation device will dismount the device and

walk the device to the appropriate storage area. Failure to comply with an administrator's request to dismount and walk such a device may subject the student to disciplinary action.

~~[ ]~~The Board will not be responsible for personal mobility devices that are lost, stolen, or damaged.

~~**[END OF OPTIONS]**~~

The Board will not be responsible for personal transportation devices that are lost, stolen, or damaged.

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Book	Policy Manual
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Title	Copy of STUDENT USE OF MOTOR VEHICLES
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Adopted	October 26, 2015
Last Revised	November 19, 2018

5515 - **STUDENT USE AND PARKING OF MOTOR VEHICLES**

~~The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students — a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The Board will permit the operation and parking~~use~~ of motor vehicles on District property by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the permit process to ~~operate~~park a motor vehicle on school grounds.

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property shall be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with Board Policy 5771 - Search and Seizure ~~( )~~ and Administrative Guideline 5771 - Search and Seizure ~~[END OF OPTION]~~.
~~The Board will not permit the use of minibikes for travel to and from school.~~

~~The Board will not be responsible for motor vehicles which are lost, stolen, or damaged.~~The Board will not be responsible for motor vehicles that~~which~~ are lost, stolen, or damaged on District property.

~~No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.~~

The Board will permit the use of snowmobiles by legally qualified individuals for travel to and from school provided that the snowmobile is operated only within designated areas. ~~[ ]~~ Parking of such snowmobiles on District property shall be in designated area(s). ~~[END OF OPTION]~~

~~[ ]~~ The Board will permit the use of Off Highway Vehicles (OHV) by legally qualified individuals for travel to and from school, provided that the OHV is operated only within designated areas. ~~[END OF OPTION] [ ]~~ Parking of such OHV on District property shall be in designated area(s). ~~[END OF OPTION]~~

The District Administrator shall establish standards for the granting of parking permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

Revised 6/20/16

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of STUDENT USE OF MOTOR VEHICLES
Code	po5515 CHOICES
Status	draft
Adopted	October 26, 2015
Last Revised	November 19, 2018

5515 - **STUDENT USE AND PARKING OF MOTOR VEHICLES**

~~The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students — a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The Board will permit the operation and parking~~use~~ of motor vehicles on District property by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the permit process to ~~operate~~park a motor vehicle on school grounds.

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property shall be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with Board Policy 5771 - Search and Seizure ~~( )~~ and Administrative Guideline 5771 - Search and Seizure ~~**[END OF OPTION]**~~.
~~The Board will not permit the use of minibikes for travel to and from school.~~

~~The Board will not be responsible for motor vehicles which are lost, stolen, or damaged.~~The Board will not be responsible for motor vehicles that~~which~~ are lost, stolen, or damaged on District property.

~~No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.~~

The Board will permit the use of snowmobiles by legally qualified individuals for travel to and from school provided that the snowmobile is operated only within designated areas. ~~[ ]~~ Parking of such snowmobiles on District property shall be in designated area(s). ~~**[END OF OPTION]**~~

~~[ ]~~ The Board will permit the use of Off Highway Vehicles (OHV) by legally qualified individuals for travel to and from school, provided that the OHV is operated only within designated areas. ~~**[END OF OPTION]**~~ ~~[ ]~~ Parking of such OHV on District property shall be in designated area(s). ~~**[END OF OPTION]**~~

The District Administrator shall establish standards for the granting of parking permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

Revised 6/20/16

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of STUDENT EMPLOYMENT
Code	po5895 RESCIND
Status	draft
Adopted	October 26, 2015
Last Revised	May 18, 2021

~~5895 **STUDENT EMPLOYMENT**~~

~~The Board believes that attendance at school, full effort in completing school assignments, and participation in school-related activities should be a student's primary focus. The Board also recognizes the value and in some instances the necessity of students' pursuit of employment opportunities. The Board supports these student efforts provided that they do not interfere with or adversely impact a students' ability to fully participate in the educational programming offered to the student.~~

~~Unless exempted by law or by temporary order due to emergency circumstances, no student under the age of sixteen (16) may be employed without a permit issued by the State and may not work in excess of prescribed hours per day or week, or later than a particular time.~~

~~If a student works while attending school, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with school studies and activities, particularly where such work requires dismissal from school during instructional time periods. Any school staff who becomes aware of a student working in excess of permitted hours or later than permitted times, shall notify the building administration who shall contact the student's parents.~~

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Legal	103.70 et seq., Wis. Stats. Wis. Admin. Code DWD 270

Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Vol. 35, No. 1 - November 2025 Replacement ARTIFICIAL INTELLIGENCE (AI)
Code	po7540.08
Status	From Neola

Replacement Policy - Vol. 35, No. 1

7540.08 - **ARTIFICIAL INTELLIGENCE (AI)**

The Board acknowledges the positive impact and transformative potential of Artificial Intelligence (AI) in education and operations, emphasizing a balanced, people-centered approach. It supports the responsible and innovative use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and all AI-driven decisions require human review. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity. The ~~{) District Administrator ( ) _____ [END OF OPTIONS]~~**Director of Technology** is responsible for overseeing and ensuring compliance of this policy.

Definitions

For purposes of this policy, the following definitions apply:

Artificial Intelligence (AI)

AI refers to systems or tools capable of performing tasks that typically require human intelligence including, but not limited to, decision-making, problem-solving, and language understanding. AI is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning, etc.). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data made available to the AI tool.

Generative AI

A subset of AI that uses large language models (LLMs) and other advanced algorithms to create content, such as text, images, audio, or video, in response to user input.

Generative AI works by analyzing large datasets to learn patterns and features, which it then uses to generate new, original content. It uses complex algorithms, often based on neural networks, to make predictions based on the input data it has processed; thereby enabling it to create a wide range of outputs, from text and images to music and code, that mimic the style or characteristics of the data on which it was trained.

At its core, generative AI predicts the flows of language. Trained on massive amounts of text taken from publicly available internet sources to recognize the relationships that most commonly exist between individual units of meaning (including full or partial words, phrases, and sentences), LLMs can, with great frequency, generate replies to users' prompts that are contextually appropriate, linguistically facile, and factually correct.

Natural Language Processing (NLP)

A field of artificial intelligence that focuses on enabling computers to understand, interpret, and respond to human language in a meaningful way. Examples of NLP include, but are not limited to, Grammarly, GPT-Based APIs, Google Cloud Natural Language AI, Microsoft Azure Text Analytics, IBM Watson NLP, Amazon Comprehend, etc.

Large Language Model (LLM)

A sophisticated AI system trained on extensive text data to process and produce language; recognize patterns, grammar, and nuances. It can perform tasks like text generation, question answering, and language translation.

Algorithm

A set of rules or instructions guiding AI operations and decision-making.

Personally Identifiable Data/Personal Data

Refers to any information that can directly or indirectly identify an individual including, but not limited to, names, addresses, student records, and health information.

Proprietary Information/Data

Refers to a broad category of non-public, sensitive, or confidential data belonging to the District, its staff, or its operations. This information is considered the District's. This information is generally protected from unauthorized disclosure or use.

Open AI ("Open-Source AI")

Definition: AI models where the developers openly share the model's architecture, underlying code, and often the "weights" (the learned parameters of the model), and sometimes the training data. Open AI models accessed publicly present a high risk of data release, as data input is often used for AI tool training and can be publicly available. Open AI models may require the District to implement and manage its own wrapper or filtering layer. As a result, it is not recommended that Open AI tools/applications are used in districts due to the high potential of violating Federal and State laws. Open-Source AI also produces less reliable content, because it is accessing a pool of data that is not universally verified as accurate.

Closed AI ("Closed-Source/Proprietary AI")

Definition: AI models where the developers obscure or protect the model's architecture, underlying code, training data, and weights. Users interact with the model via a restricted service. Closed AI may offer better, contractually-guaranteed data security (e.g., "enterprise" versions), but its "black box" nature still requires a formal audit and contract. Closed AI developers typically manage these filters internally. Closed-Source or Proprietary AI produces more reliable results because it is accessing data sources that are controlled and can be verified as accurate.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies ~~(,)~~ including, but not limited to, the following: Policy 5505 – Academic Honesty; Policy 5500 – Student Code of Classroom Conduct; Policy 5500.01 – Conduct in Virtual Classroom; Policy 5517 – Student Anti-Harassment; Policy 5517.01 – Bullying; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330 – Student Records; Policy 2240 – Controversial Issues in the Classroom; Policy 7540.03 – Student Technology Acceptable Use and Safety; and Policy 7540.04 – Staff Technology Acceptable Use and Safety. ~~**[DRAFTING NOTE: Confirm and Select as Needed] [END OF OPTION]**~~

General Principles

A. **Transparency**

Users of AI tools must disclose when and how these tools have been employed in the creation of academic or professional work.

B. **Ethical Use**

District employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Act (IDEA), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

C. **Content Responsibility**

District employees who use AI technologies are responsible for the content created by that AI tool.

Evaluation and Approval

Before adopting any AI tool or system, the District will conduct a comprehensive risk assessment — evaluating data sources (including use of student Personally Identifiable Information), decision-making impacts on students, potential bias or disparate impact, and vendor compliance with privacy, security, and data retention laws — and ensure all contracts include clear legal, ethical, and technical safeguards aligned with FERPA, IDEA, COPPA, PPRA, Wisconsin statutes, and District policies. AI systems must be reviewed to ensure they are nondiscriminatory, fully accessible, and do not compromise the rights or individualized support of students, particularly those protected under federal and state civil rights laws.

AI Tool Selection

The District approves the use of Closed AI tools only, that have been carefully reviewed, evaluated and approved by ~~(,)~~ ~~**[e.g., IT Director, Curriculum Director, or a AI Committee]**~~**Director of Technology** for students

and staff use.

Transparency

The District is committed to transparency and accountability in AI use by informing teachers, students, and parents when AI influences decisions, clearly explaining how it works and what data it uses, assigning oversight to ~~( )~~ Director of Technology, and conducting regular audits to evaluate accuracy, fairness, and impact on equity and student rights. The District will maintain a public AI Tool Inventory that lists every approved AI tool and includes a summary of its data-handling and privacy features. ~~[ ] The AI Tool Inventory will be posted on the District website.~~ ~~**[END OPTION]**~~

Vendor Vetting & Contracts

All AI tools used by the district must undergo a formal risk assessment by the IT/Legal department to review their Terms of Service and data handling practices to ensure compliance with all Federal and State privacy laws. The District prohibits the input by any user of any student information, staff information, or confidential district data into any AI tool that does not have a formal, vetted contract guaranteeing data privacy and non-use for training.

Employee Use of AI

Employees may integrate AI tools into their instruction at their discretion and should clearly define the parameters for AI usage in the classroom by students using District-approved AI applications/tools.

When using AI to create instructional materials, assessments, or feedback, employees shall maintain transparency by disclosing the role of AI in these processes. Employees must review and verify the accuracy and appropriateness of any AI-generated content.

Employees shall not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models, and if such information will be entered into an AI system, employees shall seek the approval of their ~~( ) supervisor ( )~~ Principal ~~**[END OF OPTION]**~~ before doing so.

Using AI detection software to enforce academic integrity should be done in accordance with the knowledge that this software is not foolproof and that the disruptive nature of AI technologies in education can lead to considerable confusion regarding expectations for AI use. Employees should use AI-detection ethically and as the starting point of an inquiry into a possible violation of academic integrity rather than as a definitive indication of student dishonesty. Employees must also disclose the use of AI software in course curricula.

Employees may use AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and Board policies. The use of AI tools for such purposes should be disclosed when disseminating AI output.

Student Use of AI

Students shall receive age-appropriate instruction about responsible AI use, digital citizenship, privacy, and the risks/limitations of AI prior to using AI.

Students are expected to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teacher(s) when they have questions and/or need assistance.

Students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Unauthorized use of AI tools will be considered a form of plagiarism, unauthorized collaboration, or misrepresentation of AI-generated content as original work and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook or Policy 5500 – Student Code of Conduct and Policy 5505 – Academic Honesty. ~~**[DRAFTING NOTE: Confirm the Board has adopted both of these policies if included in this policy]**~~

Academic Accessibility

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan (IEP).

Employee Training

Employees will receive training ~~( ) annually ( )~~ periodically ~~**[END OF OPTION]**~~ to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the District.

Non-Academic Use of AI

Students and staff are prohibited in the use of AI from generating false or knowingly misleading representations of other students, staff, volunteers, or Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves.

Enforcement

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The District Administrator will refer any illegal acts to law enforcement.

Questions or Concerns

Staff, parents, or members of the public who have questions or concerns regarding this policy or the use of AI in the District should contact the ~~( ) District Administrator ( ) _____~~Director of Technology.

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Book	Policy Manual
Section	ACT 57 Policy Update and 35.1 Regular Update for Board Approval
Title	Copy of CHILD ABUSE AND NEGLECT
Code	po8462 ACT 57 UPDATES INCLUDED
Status	draft
Adopted	October 26, 2015
Last Revised	May 20, 2019

8462 - **CHILD ABUSE AND NEGLECT**

The Board is concerned with the physical and mental well-being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with the law. In addition, the Board strictly prohibits any actual or threatened acts of physical, mental, sexual, or another form of abuse directed towards students by any person in any District-owned, operated, or leased facility, or at any school-sponsored activity.

Staff Training Required

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and in the laws and procedures governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and at least once every five (5) years after the initial training. This training may be held in conjunction with staff training for threats of violence as required in Policy 8462.01.

Training conducted in fulfillment of this policy shall include a record of the date, time, duration, and content of the training, as well as a list of all attendees at the training.

Reporting of Suspected Child Abuse or Neglect

Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring, or has reasonable cause to believe a child has been threatened with abuse or neglect and that abuse or neglect is likely to occur shall be responsible for reporting immediately every case, whether verified or suspected, the circumstances giving rise to the reasonable cause.

Reporting is mandatory even if the staff member has reason to believe that the abuse or neglect occurred, but is no longer occurring (for example, the child is no longer living with the suspected abuser). Staff members should make reports based on reasonable cause to suspect abuse or neglect and are not permitted to first investigate the circumstances in an effort to verify abuse or neglect. This can cause a loss of time and jeopardize law enforcement or social services investigations into child welfare concerns.

Reporting Procedures

The employee shall immediately call the local office of the Child Welfare Department or local law enforcement agency.

Employees shall also notify the building level administrator or the District Administrator.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting employee shall not be dismissed or otherwise penalized for making a report of child abuse or neglect, unless such report was made knowing it to be false and for the purpose of harming the accused or victim in the report.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator. Staff member reporting obligations under this policy and applicable law are the same regardless of whether the suspected abuser is a parent, guardian, or another staff member, and reports should be made accordingly.

Additional Required Reporting

This section addresses the reporting requirements of Policies 1213/3213/4213 - Student Supervision and Welfare. Staff members who possess information leading a reasonable person to suspect that misconduct may have occurred, as indicated below, shall report this immediately to the District Administrator and/or their immediate supervisor:

A. Sexual misconduct, as defined in s. 948.098 (1) (d), by a school staff member, as defined in s. 948.098 (1) (c).;

B. That an individual who has been convicted of a serious child sex offense, as defined in s. 948.13, has engaged in an occupation or participated in a volunteer position that requires the individual to work or interact primarily and directly with children in a manner that would be a felony under s. 948.13.; and/or

C. That a sex offender, as defined in s. 948.14 (1) (d), has intentionally captured a representation of a minor pupil without the written consent of the minor pupil's parent or guardian.

Failure on the part of the staff member to immediately report the aforementioned (A., B., and/or C, above) may result in disciplinary action, up to and including termination.

Revised 11/19/18

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Legal 48.981, 118.07(5), 175.32, Wis. Stats.
118.07(6), Wis. Stats.