

ELEMENTARY SCHOOL HANDBOOK

2018-2019

Solon Springs Vision:

We are an inviting, caring, family environment that challenges students to meet the highest expectations with pride and honor, while partnering with our communities to engage ourselves in the learning process.

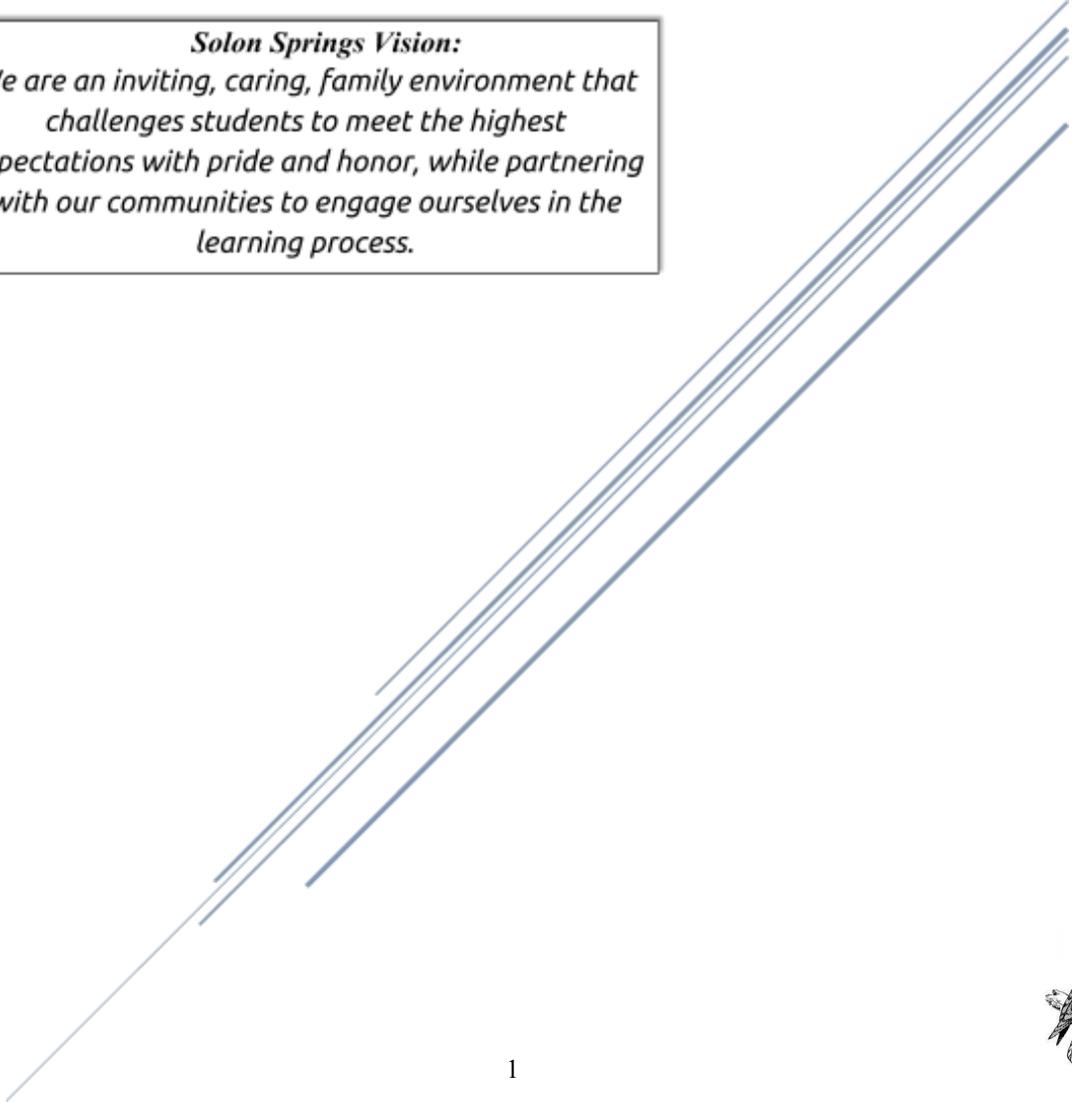


Table of Contents (Elementary handbook)

Advertising Outside Activities	20
Appendix A Student Conduct	42
Armed Forces Recruiting	9
Attendance Procedures & Definitions	17
Athletic and Other Co-Curricular Activities	24
Bicycles	29
Building Hours	4
Bullying	8
Bus Chaperoning	27
Bus Privilege and Information	25
Bus Safety Rules	26
Cafeteria Conduct	14
Cellular Phones	28
Classroom Division	12
Code of Conduct	32
Definitions and Procedures of Disciplinary Action	37
Direct Contact Communicable Diseases	22
Dress and Appearance	27
Due Process Steps	32
Early Dismissal	16
Electronic Devices	29
Equal Education Opportunity/Anti-Harassment	5
Excused absences & Written Excuses	18
Field Trip Chaperone Guidelines	27
Fire Drills	14
Forward	3
General Conduct	13
Goals of a Solon Springs Graduate	9
Hall Conduct	14
Hunting Policy	17
Individuals with Disabilities and Limited English Proficiency	8
Injury and Illness	16
Laser Devices	29
Make Up Work	20
Parent's Responsibility	17
Philosophy on Athletic Coaching	24
Procedures for Non-Assigned Bus Riders	25
Recess and Playground Conduct	15
Report to the Office	16
Retention Policy	13
Rules for Extracurricular Activities	24
Sanctions	32
School Closing Announcements	4
School Health Services	23
School Lunch Program	30
School Medication Rules	22
School Responsibility	19
School Sponsored Publications and Productions	21
Search and Seize	21
Sexual Harassment	6
Staff Directory	1

Student Assessment	12
Student Attendance	17
Student Education Technology Acceptable Use & Safety	29
Student Harassment Complaint Procedures	39
Student Records	10
Student Responsibility	19
Student Valuables	20
Student Visitation	4
Tardiness	16
Telephones	16
Textbooks	29
Tobacco Products, Alcohol, and Controlled Substances	31
Toy Guns & Weapons	29
Transportation	31
Transportation Concern Form	30 & 50
Vending Machines	28
Video Surveillance	28
Visitors	4
Weapon Policy	37
Withdrawals and Transfers	13

SOLON SPRINGS SCHOOL DISTRICT
8993 EAST BALDWIN AVENUE
SOLON SPRINGS, WI 54873

BOARD OF EDUCATION

Shelley Blaylock	President
Angela Botner	Vice-President
Keith Nordskog	Treasurer
Ryan Smith	Clerk
Jason Clifton	Member

ADMINISTRATION

Frank Helquist	District Administrator
Geraldine Muller	Principal
Russ Nelson	Guidance Counselor/Assessment Co-ordinator
Jessica Golburg	Director of Special Education/School Psychologist
Nathan Ahlberg	Athletic Director

INSTRUCTIONAL STAFF

Nikk Adams	High School English
Nathan Ahlberg	6 th Grade/PBIS/RTI/Athletic Director
Adam Bielmeier	Physical Education/PBIS
John Bass	World Language Coach
Marcus Besenon	Physical Education
Kelsey Boyd	4 th Grade
Shannon Dickenson	2 nd Grade/Data Leadership Team/PBIS
William Elowson	Middle & High School Special Education
John Fendt	Technical Education/Drivers Education
Judy Fortuna	6 th , 7 th & 8 th Grade/RTI
Megan Gaynor	High School English/IMC
Barb Hendrick	AGR/RTI
Falon Hoag	2nd Grade Team Teacher
Julie Jennings	3rd Grade
Brian Langlee	Band Director/G&T Coordinator
Jennifer Makela	Jr. High & High School Science/PBIS
Bruce Meyers	High School Social Studies/Jr. High Environmental Education
Gretchen Molina	Vocal Music
Laurie Price	Elementary Special Education
Dale Rajala	High School Social Studies/Equity Coordinator
Elizabeth Reedy	5 th Grade/Elementary Outdoor Education/RTI
Matt Ryder	High School Special Education
Becky Semborski	Elementary & High School Art/Test Coordinator/RTI

Anna Warring
Lindsey Wiberg
Christine Willis
Beth Zamzow
Michelle Zeller
David Zosel
Joanne Zosel

4 year old Kindergarten
Kindergarten/PBIS
1st Grade/Summer School Director
K-12 Title Reading/Reading Specialist
Speech and Language Pathologist
High School Art/Technology Coordinator
High School Math & Science/Data Leadership Team

OFFICE STAFF

LeeAnn Garay
Linda Parker
Lisa Sickler

Financial Manager
Administrative Secretary
Elementary Secretary/Special Education Secretary

MAINTENANCE

Mark Dahlberg
Jeremy Stegmann
Scott Olson
Sue Smith

FOOD SERVICE

Pat Garay
Lisa Hendon
Patti Wermter

PARAPROFESSIONALS

Jennifer Bigoness
Michele Pettingill-Brown
Julie Fromm
Brenda Garay
Tami Klinzing
Audrey Schoch-Stone
Jenna Smith

TRANSPORTATION

Marv Benedict
Shelly Brown
Mark Dahlberg
Dennis Kosobucki

FORWARD

Welcome to Solon Springs School. All the members of the staff and I are pleased to have you as a student and will do our best to help make your experience here as productive and successful as you wish to make it.

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the course of a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for you and your parents' use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your Principal, who you will find listed in the Staff Directory section of the handbook. This handbook supersedes all prior handbooks and other written or oral statements regarding any item in this handbook.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. If any of the policies and administrative guidelines referenced herein is revised after July 30, 2013 the language in the most current policy or administrative guideline prevails. The current policies are available on the District's website.

BUILDING HOURS

The school day begins at 8:25 a.m. and ends at 3:30 p.m. The building is open to students in the morning at 8:05a.m. Any student or group of students arriving prior to 8:05 a.m. or remaining in the building after 3:30 p.m. must be supervised by a staff member.

Any student arriving at school prior to 8:00 a.m. or remaining at school after 3:30 p.m. without staff supervision will be disciplined.

The school building will be locked at 6:00 p.m. on school day evenings when no activities are scheduled.

SCHOOL CLOSING ANNOUNCEMENTS

When school is to be closed for the day or early dismissal due to inclement weather, the announcement will be made over Skylert and the following radio stations: WAKX 97AM/99FM, WDSM 710AM/KZIO 102.5FM, WEBC 56AM, KDAL 610AM/96 LITE FM as well as KDLH - Channel 3 TV, KBJR - Channel 6 TV and WDIO- Channel 10 TV and SKYALERT.

(Board Policy 8220.01)

VISITORS

Visitors, particularly parents, are welcome at the School. In order to properly monitor the safety of students and staff, **each visitor must report to the office (Elementary or High School) upon entering the school to obtain a pass or sign in.** Any visitor found in the building without a pass shall be reported to the Principal. **If a person wishes to confer with a member of the staff, she/he should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time.**

STUDENT VISITORS

Due to the importance of education at the elementary level, we feel that the presence of student visitors may be disruptive to the classroom. Therefore, no student visitors will be allowed at the elementary school.

RELEASE OF STUDENTS TO AUTHORIZED PERSONS

If only one parent is permitted to make educational decisions or to approve absences of the student by Court order, the responsible parent shall provide the school with a copy of the Court order. Absent such notice, the school will presume that the student may be released into the care of either parent.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized by a parent with authority to do so.

EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT

Nondiscrimination Statement: The Solon Springs District is committed and dedicated to the task of providing equal education opportunities and the best education possible for every student in the District. No student shall be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the student's sex; race, age, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional, or learning disability. In determining qualifications for participation, all students shall be judged against the same pre-determined qualify standards in a manner that is fair and objective.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents who have questions should contact Jessie Golburg 715.378.2263 ex. 209.

Any person who believes that the Solon Springs School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Dale Rajala
Equity Coor.
715-378-2263
8993 E. Baldwin Ave
drajala@solonk12.net

Geraldine Muller
Principal
715-378-2263
8993 E. Baldwin Ave.
gmuller@solonk12.net

The complaint procedure is described in Board Policies 2260 and 5517.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received). If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under the Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal. Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Solon Springs School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community.

Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

Harassment means behavior toward a student or group of students based, in whole or in part, on their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under State, Federal or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male or female-to-female. Examples of conduct that may constitute harassment include:

- A. Graffiti containing offensive language;
- B. Name calling, jokes or rumors;
- C. Threatening or intimidating conduct directed at another because of the other's protected characteristics (e.g., sex, race, learning disability);
- D. Notes or cartoons;
- E. Slurs, negative stereotypes, and hostile acts which are based upon another's protected characteristic;
- F. Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- G. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, the individual's protected characteristic; or
- H. Other kinds of aggressive conduct such as theft or damage to property, which is motivated by a protected characteristic.

SEXUAL HARASSMENT

Sexual harassment deserves special mention. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education
- B. Submission or rejection of that conduct or communication by an individual is used

as a factor in decisions affecting that individual's education; or

- C. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may include, but is not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status; or
- F. Unwelcome behavior or words directed at an individual because of their sex or sexual orientation.

Sexual harassment examples include, but are not limited to:

- A. Repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- B. Rating a person's sexuality or attractiveness;
- C. Staring or leering at various parts of another person's body;
- D. Spreading rumors about a person's sexuality;
- E. Letters, notes, telephone calls or materials of a sexual nature; and
- F. Displaying pictures, calendars, cartoons or other materials with sexual content;
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks

about one's own sexual activities or sexual history.

It is also the policy of the School that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student. An appropriate boundary invasion by a District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment.

If you wish to report harassment, please contact one of the Complaint Coordinators.

A copy of school's Anti-harassment Policy, including the reporting, investigation, and resolution procedures, is available in the high school office.

BULLYING

Bullying is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent. Bullying can be physical, verbal, electronically transmitted, psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Examples of bullying include:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact;
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats;
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation;
- D. “Cyberbullying” – the use of information and communication technologies such as emails, cell phones and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. If the investigation finds that aggressive behavior has occurred, it will result in prompt and appropriate discipline, co-curricular sanctions and/or disciplinary action up to and including suspension or expulsion. Individuals may also be referred to law enforcement officials.

INDIVIDUALS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the

District's programs and facilities.

A student can access Special Education services through the proper evaluation and placement procedure. Parent involvement in this procedure is generally required. More important the school encourages parents to be active participants. To inquire about Special Education programs and services, a parent should contact:

Special Ed. Director - Jessica Golburg at 715-378-2263 ex. 209.

GOALS OF A SOLON SPRINGS GRADUATE

I. ACADEMICS

A graduate of Solon Springs School should:

- A. Develop a mastery of writing, reading and basic mathematics skills.
- B. Be a life-long learner with a positive work ethic.
- C. Be an effective communicator.
- D. Be able to recognize, define, and solve problems.
- E. Have an appreciation of the arts.

II. PERSONAL QUALIFICATIONS (QUALITIES)

A graduate of Solon Springs School should:

- A. Be a self-disciplined individual.
- B. Possess positive self-esteem.
- C. Possess tolerance.
- D. Be honest.
- E. Maintain a sense of responsibility.
- F. Have respect for self, others, and the community.

ARMED FORCES RECRUITING

The school must provide at least the same access to the high school campus and to student directory information as is provided to other entities offering educational or employment opportunities to those students. "Armed forces" means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent of a student submits a signed, written request (Form 8330 F13) to the Board that indicates that the student or the parent does not want the student's directory information to be accessible to official recruiting representatives then the school officials of the school shall not allow that access to the student's directory information. The Board shall

ensure that students and parents are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all “directory information” including in the armed forces of the United States and the service academies of the armed forces of the United States.

Annually the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.

STUDENT RECORDS

The origination and maintenance of appropriate student records are essential to the effective operation of the District and meeting the educational interests of students. The rights and responsibilities of students, parents and the District with respect to student records are governed by State and Federal law. Many student records are kept by teachers, counselors and administrative staff. There are two (2) basic kinds of student records – directory information and confidential records.

Directory information can be given to any person or organization for non-commercial or non-business purposes when requested, unless the parents of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory information generally includes those student records which identify a student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation, photographs, name of school most recently previously attended and degrees and awards received. Directory identifier used by the student when accessing or communicating in a district’s electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student’s parents consent in writing. However, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent’s written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, consult the Board’s Policy 8330 – Student Records and associated Administrative Guidelines.

Parents and students are reminded of: 1) their rights to inspect, review and obtain copies of student's records; 2) their rights to request the amendment of the student’s school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student’s school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory information and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy compliance office of

the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parent/parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning: political affiliations or beliefs of the student or his/her parents;

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sexual behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact Linda Parker to inspect such materials.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The District Administrator will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (otherwise

providing that information to others for that purpose); and

- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both Family Educational Rights and Privacy Act (FERPA) and Protection of Pupils Rights Amendment (PPRA). Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW 20202-4605
Washington, D.C.

www.ed.gov/offices/OM/fpco

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.Gov

PPRA@ED.Gov

STUDENT ASSESSMENT

To measure student progress, students will be tested in accordance with State standards and District policy.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

Depending on the type of testing, specific information and/or parent consent may need to be obtained. The assessment program will not violate the rights of consent and privacy of a student participating in any form of evaluation.

(High School)

College entrance testing information can be obtained from the Guidance office.

CLASSROOM DIVISION

Classroom division is done randomly by administration after taking into account special

education and other program needs and caseloads. The random process is done to assure a balance in the various classrooms and to make as equal as possible the numbers of males and females in each classroom.

RETENTION POLICY

If a student has failed to meet the requirements of promotion to the next grade level, he/she may be retained using the following procedure:

1. A determination for retention made by the child's classroom teacher.
2. If retention is recommended, a report will be given to the principal on the reasons for the retention.
3. The principal may ask for another staffing with the student involved.
4. A meeting will be held with the teacher and parents. This meeting is to inform the parents of the child's failure, the teacher's recommendation and the parents' alternatives.
5. Parents have the right to appeal the retention to the Superintendent of schools. Appeal must be filed within two weeks of notification of retention.

WITHDRAWALS AND TRANSFERS

Students withdrawing or transferring from Solon Springs Elementary School should report to the office to secure the necessary forms.

GENERAL CONDUCT

We rely on positive role models, appropriate class and extracurricular activities and parental/family support to promote good behavior. When those methods fail, we are forced to take actions such as detention, suspension and in extreme cases, expulsion along with other actions to promote good behavior.

These are general areas where we expect good student conduct. It is important for each student to:

1. Spend class time seriously. Contribute when possible. Allow others to contribute and work. Be on time. Listen and learn. Complete assignments.
2. Politely follow instructions and requests of our teachers and staff.
3. Respect each student. Talk to them as another human being. Keep his/her hands off others. Public display of affection will not be tolerated.
4. Use quiet areas including the IMC in the way we intend them to be used, quietly.

5. Observe etiquette in the student dining room. This includes eating while seated, talking in a normal voice, and not throwing food.
6. Language - profanity and language inappropriate to an educational setting is prohibited. It will not be tolerated. It is disrespectful of others.
7. Pushing, punching, kicking, and general horseplay is not tolerated.

You are also responsible for other rules set by teachers in their classroom. These rules apply at all times both inside and outside the building.

FIRE DRILLS

Signal Fire drills are signaled by the operation of the fire buzzer which sounds until the building is entirely cleared.

Behavior No talking is permitted in fire drill lines while leaving the building. In the event of a real fire, talking might prevent you from hearing instructions. This can endanger lives. Students are to walk, not run.

Correct Procedure Students must leave the classroom and building as quickly and orderly as possible. Doors and windows must be closed. Proceed in a double line from the classroom to the exit that your room has been instructed to use.

Re-entry The all clear signal will permit teachers to signal students to return to their assignments.

HALL CONDUCT

1. While classes are in session, students are not to be in halls without permission.
2. Keep to the right in halls during the changing of classes.
3. Be careful of sharp objects and injury to yourself and other students.
4. Walk at all times. Do not run in the halls.
5. Good manners and consideration for others will ease traffic in crowded hallways.

CAFETERIA CONDUCT

The cafeteria, besides being a lunchroom, is also a place where good human relations can be developed. Here each student is expected to practice the general rules of good manners.

Some simple rules of courteous behavior which make the lunch period pleasant and relaxed are:

1. Observing good dining room standards at the table.
2. Leaving the table and the surrounding area clean and orderly.
3. Putting trash in the proper containers.
4. Not leaving the cafeteria while eating or carrying food. No food is to be eaten in the halls at any time. Both cold and hot lunches will be eaten in the cafeteria.

RECESS AND PLAYGROUND CONDUCT

We feel that recess and playground activities are an important part of every child's school experience and we expect all children to participate. We hope that with this in mind, as the seasons change, your child is sent to school dressed properly for the weather conditions. Children who are not dressed properly for outside will report to the supervised detention area. Parents will be notified by phone. Under severe weather conditions all children will be instructed to stay indoors. Usually, you can expect that the children will be going outside to play at noon and recess. If your child is experiencing a specific health condition that requires staying indoors, you should send a specific note EACH DAY so the teacher may make an exception, otherwise all children will be expected to participate.

We encourage parents to review the playground rules with their children. These rules have been written for the safety of the Solon Springs Elementary students. Non-compliance with rules may result in disciplinary action.

1. NO tackle football.
2. NO wrestling.
3. NO standing on the slide or walking up the slide. Please go down the slide feet first, sitting down.
4. NO swinging sideways, double, standing on the swings, holding hands while swinging or jumping from swings.
5. NO throwing of objects other than playground equipment. (No rocks, sticks, acorns, etc.) Please use only nerf or soft balls.
6. NO climbing on, over, or under the fence.
7. Students are only allowed on the east side of the building.
8. Only one at a time may go in to use the washroom and you must have permission from the playground supervisor.
9. NO spitting.
10. NO swearing.
11. NO biting.
12. NO throwing snowballs.
13. The wooded area is off limits.

TARDINESS

The bell tone will determine tardiness. 8:25 a.m. students need to be in their classrooms, (BE HERE & BE READY). Students less than 10 minutes late for class will be considered tardy. **Students arriving late to school are required to report to the office with a written parental note.**

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal without a written request signed by the parent/guardian, a person whose signature is on file in the school office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) or guardian without a permission note signed by the custodial parent(s) or guardian.

REPORT TO THE OFFICE

All persons arriving at school to pick up an elementary student before the end of the school day **must report to the elementary office in person and remain in the office area;** this is for your own protection. Picking up students before the end of the school day will constitute the student being absent during the time missed.

TELEPHONES

The telephone in the office area is for the use of school personnel for school business. We ask you to discourage your child from using it and encourage them to take care of personal matters before they leave home or upon return. A little pre-planning will save a lot of confusion at school. We try to limit use of the telephone by students to emergencies only.

INJURY AND ILLNESS

If a student is injured in school, it should be reported to the teacher and principal immediately. If illness necessitates, obtain permission from the teacher to report to the office.

ATTENDANCE PROCEDURES AND DEFINITIONS

The attendance policy of the School District of Solon Springs satisfies all Wisconsin State Laws concerning public school attendance of students. These laws apply to all students age 6 through 18. Students reaching the age of 18, while immune from state truancy requirements, are still responsible for school attendance under our school district policies and procedures. Absence in this paragraph will mean part or all of any school day.

1. When a student is absent from school, his/her parent or guardian **must call the school by 9:00 a.m.** of the day of the absence. An answering machine can take a message about an ill child prior to 8:00 a.m.
2. A written explanation of the absence must be provided to the classroom teacher **by 8:45 a.m. of the second school day of returning to classes.** Example: A Monday absence must be documented by 8:45 a.m. on Wednesday morning. This is not required for pre-approved absences. Only those absences listed as excused in this handbook will be classified as excused. Failure to turn in this written notification within the time frame will classify the absences as unexcused under our student discipline policy.
3. Students leaving early due to injury or illness must be signed out in the office by a parent/guardian or person listed on emergency sheet.
4. Students less than 10 minutes late for class will be considered tardy. Anything beyond 10 minutes will be considered absent.
5. **HUNTING POLICY** - Upon proof of intent to hunt (student has to show hunting license made out in his name) and verified (by phone call) parental note requesting student days, the student will be excused from school for up to two (2) days. Students should collect assignments to be missed from teachers before leaving. It is the student's responsibility to turn in all work on a timely basis. Students excused from school for hunting may be eligible for extracurricular activities. Students will abide by all practice times and meeting times set by an advisor or coach during the absence from school or be subject to consequences by advisor or coach.
6. **"10 Day Rule"** - Parents or guardians have the right to excuse their student(s) for up to ten (10) days (full or partial) during the school year for any reason, including those not included in the list of excused absences. These absences must be **pre-approved**. Family trips are included in these 10 absences. Pre-approval requires a note at least 24 hours before the planned absence(s). Any absence that is not pre-approved will be judged as excused or unexcused based on the list of excused absences.
7. Parents may request in advance to have some portions of educational family trips be exempt from the (10) day rule. A parent who wishes to take a student on a trip that could be of educational value should submit a written statement of what value

the trip holds as well as a statement of what activities the student will produce to demonstrate educational achievement. The request is sent to the administration or review committee for consideration. The administration's decision is appealable to the school principal.

EXCUSED ABSENCES & WRITTEN EXCUSES

The following are considered excused absences and not subject to discipline or truancy referral.

1. Personal illness or serious illness in the immediate family.
2. Observance of a religious holiday
3. Field trips and other approved school activities
4. Death of a relative or close friend
5. Professional appointments of a medical or legal nature. Slips will be required for said appointments.
6. Attendance at special events of educational value as determined by administration.
7. **Students who are absent with parental consent, but whose absence does not fall under the excuses listed above will be considered unexcused. Parents or guardians have the right to petition the attendance committee to recognize excused absences not covered in this policy. All such requests must be made in writing and submitted to the principal. Requests will be granted if it can be established by the committee that exceptional or worthwhile circumstances exist. The attendance committee shall consist of the principal, guidance counselor, and a grade level teacher.**

Each student who has been absent shall, on return to school, present a written excuse to the classroom teacher from his/her parent or guardian, stating the date and reason for the absence.

When a student is to be excused early, we ask that parents send a note giving the specific time and reason for being excused.

Students are encouraged to present notes to their teacher on absences that can be anticipated in advance. It is left to the teacher's discretion as to whether make-up work should be assigned in advance. However, when pre-assigned make-up work is assigned, it is expected to be returned when the student returns to school.

If the absence had an adverse effect upon the academic success of the student, the student and parent must accept full responsibility for the grade.

SCHOOL RESPONSIBILITY

Identification of Truant Children and Returning Them to School

The building principal at each of the district's schools is designated to deal with matters relating to school attendance and truancy. The "School Attendance Officer and/or Building Principal" of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused.

Excused absences have been defined on page 18

Habitual Truant Defined. For purposes of this ordinance a "habitual truant" means a pupil, ages 6-18, who is absent from school without an acceptable excuse under WI. Stats. 118.15 for:

Part or all of 5 or more days on which school is held during a school semester.

Notifying Parents or Guardians of Habitually Truant Students

The "School Attendance Officer" in each school shall notify the parents or guardian of a child who has been habitually truant. Habitual truancy notice must be done by registered or certified mail when the child initially becomes habitually truant. Included in the letter are the following items:

Statement of parent's responsibility to ensure child's attendance.

Statement that parents or child may request program or curriculum modifications for child and child's potential eligibility for child at risk program.

Request that parents meet with appropriate school personnel (including name of school person and date, time, and place for meeting and name, address and phone number of person to contact to change date, time, or place of meeting).

Statement of penalties that may be imposed on parent if child fails to attend school regularly.

Responses by School Personnel

- A. Met with the child's parent/guardian to discuss the child's truancy or have attempted to meet with the child's parent/guardian and been refused.
- B. Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s.118.15.1d

- C. Evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problem.
- D. Conducted an evaluation to determine whether social problems may be a cause of the child's truancy, and if so, have taken appropriate action or made appropriate referrals.

Cases to be Referred to the District Attorney

This law allows counties, cities, villages, and towns to create ordinances prohibiting children from being habitual truants. (Ref s. 188.163(2)). The juvenile court has exclusive jurisdiction over children violating such an ordinance only after the school attendance officer provides evidence that activities under s. 118.316(5) have been completed. (Ref. s. 48.125(2), 118.163, 118.16(5)).

MAKE UP WORK

All students will be given the opportunity to make up work missed in accordance with the following guidelines:

1. It is the student's responsibility to contact the teachers to make arrangements for making up work missed during an absence from school.
2. Students will be granted the number of days absent plus one (1) for make up time. This provision applies to all work assigned during the absence.
3. Examinations missed during an excused absence will be permitted to be taken at any time within the make up period upon agreement with the teacher.
4. Pre approved trips are allowed no more than 5 days after returning to turn in work.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the principal. A minimum of twenty-four (24) hours notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

The school has a central bulletin board located in the main entrance which may be used for posting notices after receiving permission from the Principal.

SCHOOL SPONSORED PUBLICATIONS AND PRODUCTIONS

The Board of Education sponsors student publications and productions as a means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

SEARCH AND SEIZE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others or as otherwise permitted by law.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer systems, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

No strip searches will be conducted by any employee of the District, but may be conducted by law enforcement officials, if deemed necessary.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated.

SCHOOL MEDICATION RULES

USE OF PRESCRIBED MEDICATIONS

In those circumstances where a student must take prescribed medication during the School day, the following guidelines are to be observed.

- A. Parents should, with their physician's advice, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
 - a. Medication that is brought to the office will be properly secured.
 - b. For each prescribed medication, the container shall have a pharmacist's label with the following information:
 - i. Student's name
 - ii. Practitioner's name
 - iii. Date
 - iv. Pharmacy name
 - v. Name of medication
 - vi. Prescribed dosage and frequency
 - vii. Special handling and storage directions.

A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

Students may carry asthma inhalers with them, but should notify the office that they have it with them.

Non-prescription medication may be administered by school personnel with written consent and instructions from the student's parent/guardian.

DIRECT CONTACT COMMUNICABLE DISEASES

In the case of non-casual contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human services.

As required by Federal and State law, parents may be required to have their child's blood checked for HIV and BBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

SCHOOL HEALTH SERVICES

Your child will do the best work in school if he or she is in the best possible physical condition which also affects their mental well being. The school will work with you to protect this health. The following policies have been established to accomplish this.

1. All students must have current immunization according to the following state statute (Section 140.05(16)). State law requires that all children entering a Wisconsin elementary school for the first time be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Hepatitis B, and chickenpox. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.
2. Medication can not be given to your child at school unless it is prescribed by a physician. (See School Medication Rules.)
3. If your child should become ill or injured at school we will attempt to reach you, or the designated emergency person, to pick up your child. The school does have a health room for children who become sick in school and require a supervised quiet area until they can be picked up by their parents. If no one is available your child will remain at school for the remainder of the day. We will not send a child home to an empty house.
4. If your child should become ill with a communicable disease, please notify the Douglas County Health Department (715-395-1304) and the school. The following chart provides the incubation periods and rules regarding return to school for the more common childhood diseases.

<u>Disease</u>	<u>Incubation Period</u>	<u>Return to School</u>
Chicken pox	2-3 weeks	no temp., scabs dry
Measles	10-14 days	no temp., rash disappears
German Measles	14-21 days	no temp., rash disappears
Mumps	12-26 days	no temp., no swelling
Impetigo, Pink eye, and Ringworm	until healed	24 hours after first dose of medication
Strep Throat		24 hours after first dose of medication

5. If your child should require emergency treatment we will make every reasonable attempt to contact you. If no one is available, we will take measures to see that necessary immediate treatment is provided as per your instructions on the emergency notification sheet.

PHILOSOPHY ON ATHLETIC COACHING

The purpose of this philosophy is to provide goals and direction to adults working with student athletes in the Solon Springs School District.

Athletic programs are voluntary, educational opportunities in this district.

- GOALS:
1. Good sportsmanship and rules of fair play
 2. Teamwork
 3. Esprit
 4. Self-esteem and emotional growth
 5. Goal setting - team and individual
 6. Leadership skills
 7. Knowledge of rules and game strategy
 8. Physical skills

Winning is not for the glorification of the coach, team, student, or parent - it is one of the outcomes of competition. This is not to say that winning is not important. Winning is, and must be, a goal of competition. This school district encourages the coach to use all players in trying to win.

ATHLETICS AND OTHER CO-CURRICULAR ACTIVITIES

These policies are the responsibility of those respective departments and will be administered and enforced by them. Copies of these policies will be in the student extra-curricular handbook.

RULES FOR EXTRACURRICULAR ACTIVITIES

5th & 6th grade students participating in junior high activities must meet the requirements listed in the extra-curricular handbook.

Visitors access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the Principal regarding these restrictions.

BUS PRIVILEGE - BUSING INFORMATION

As a student who is furnished transportation to and from the school by bus, you enjoy a privilege many pupils do not have.

The state of Wisconsin has certain rules concerning buses:

1. While on the bus, the students are under the authority of and directly responsible to the bus driver for orderly conduct.
2. Cases of disorderly conduct or of refusal to abide by the authority of the bus driver and/or chaperone will result in disciplinary action. Loss of bus privilege will be the result. Video cameras have been installed on the buses to assist in controlling behavior by students riding the bus.

Missing the bus in the morning does not constitute an acceptable excuse for missing school. These same rules of good conduct apply at your bus stop in the morning.

We must have written permission from you for your child to go any place after school but their regular scheduled stop. This includes scout meetings, church groups, friends house, etc. If there is no written permission received by the teacher, the student will not be allowed to ride any other bus and will be sent home on their regular route and let off at their scheduled stop. **Phone calls from parents instead of written permission will only be allowed in emergency situations. These phone calls should be received before 2:30 p.m. to insure that the messages get to students before the end of the day.**

PROCEDURES FOR NON-ASSIGNED BUS RIDERS

1. All students are assigned to a specific bus route.
2. Students who are to ride a different bus on pre-scheduled days (for example, day care providers) may meet the obligation of notification by one note from a parent or guardian. For example, if a student is to take a bus route home on Tuesday and Thursday and a different bus route to the daycare center on Monday, Wednesday, and Friday, this can be accomplished by one note and the student will be considered assigned to those buses on those days.
3. Students riding a different route than that assigned must provide a written note from a parent or guardian to their classroom teacher in the morning. Students will be allowed on the requested route if space permits. (NOTE: There may be a problem if a large group of students are requesting the same route for something such as a birthday party.)
4. Students will not be dropped off at houses that are not on the regular bus route.
5. One school bus will stop near enough to each of the daycare centers to allow pick up and drop off on both morning and afternoon routes.
6. In **emergency situations**, students will be allowed to ride a bus different than

- their assigned bus with a phone call to the office from a parent or guardian. (No more than twice per year.)
7. Extended riding of a non-assigned bus can be arranged with one note from a parent or guardian. An example of this is if the student will be staying with another family on a different bus route for two weeks. Again in this situation, the bus route will not be modified to encompass houses not on the route.

BUS SAFETY RULES

1. Bus drivers reserve the right to assign bus seats as needed.
2. Students in grade 7-12 will sit in their assigned seats.
 - A. If overcrowding occurs, it may be necessary to assign a temporary seat for that run.
3. Once a student boards the bus, they will not be allowed off the bus to play.
4. When windows are open, there shall not be any part of the body out the window. If this happens, the window must be closed.
5. NO FOOD OR DRINK shall be eaten or drank on the bus.
6. Stay in your seat at all times.
7. Stay seated until the bus stops at your designated bus stop.
8. Stay quiet at all railroad crossings.
9. NO toys, hats, gloves, and book bags are to be on the floor of the bus.
 - A. The first time this happens, they will be given back to you at your designated bus stop.
 - B. The second time this happens, they will be turned in to the principal.
10. Sit the proper way in the seat at all times.
11. BE ON TIME!!!!
12. No throwing of objects in the bus at any time.
13. No standing when the bus is moving.
14. No pushing when in the seat and when getting off or on the bus.
15. No fighting on the bus.
16. No yelling or shouting at any time.
17. No playing of band instruments on the bus.
18. No throwing objects out of windows.
19. No spraying of perfume, body sprays, deodorant, etc., as others may be allergic.

BUS CHAPERONING

1. The chaperone and bus driver are in complete charge of the trip. The chaperone should consult the driver concerning expectancies while on the bus.
2. The chaperone's word is law; students are representatives of Solon Springs School and are expected to obey instructions of chaperones without question.
3. All regular on-campus school rules apply to bus trips: No use of tobacco or any controlled substance, and no use of alcohol. Any students violating these rules will be reported for disciplinary action, and/or the remainder of the trip may be suspended.
4. Attendance should be checked carefully before departure and return.
5. Absolute quiet is necessary at railroad crossings. Any actions deemed distracting to the bus driver shall cease upon request.
6. The chaperone should be seated in a central position on the bus.
7. Any student riding a fan bus to an activity will return on that bus.
8. Profanity and obnoxious conduct will not be tolerated.
9. Any student may be excluded from a trip because of previous behavior on trips.

FIELD TRIP CHAPERONE GUIDELINES

1. All chaperones are to ride the bus with the students both to and from the activity.
2. No uninvited adults or children are to accompany the chaperones.
3. Chaperones must follow all school rules of conduct. (i.e. no smoking, etc.)
4. The chaperone must be responsible for students assigned to their care at all times.

DRESS AND APPEARANCE

The clothes that a person wears tend to express his/her personality and attitude. From an educational standpoint, we believe that a person will achieve more in his/her life if he/she keeps neat and clean and tries to look his/her best. We cannot allow any student to dress in a manner that is unsafe, unhealthy, or disruptive to education. Students and parents should be aware of clothing that may be considered disruptive. Parents may be required to come and get students improperly dressed.

Therefore:

1. Shoes must be worn at all times. Flip flops/thongs (unsafe shoes) are discouraged on the playground.
2. Clothes must be clean.
3. Hats, bandanas, other headwear, jackets, chains, and sunglasses are not to be worn in the building. Any of these items must be removed upon entering the building. These items may be worn out-of-doors. Any request for the removal (and proper storage) of these items that is not complied with will be dealt with as disrespect.

4. Clothing and school supplies which depict vulgarity or explicit sexual conduct or is deemed offensive as determined by administration will not be allowed.
5. Clothing and school supplies advertising an alcoholic beverage or any controlled substance is considered inappropriate and will not be allowed.
6. Belly shirts are not appropriate. Inappropriately short shorts are not allowed (suggested length of mid thigh or longer)
7. Shirts which expose bare shoulders, cleavage, navel or abdomen are inappropriate. This specifically includes tank tops with straps less than 2” muscle shirts, and pants which hang down below the beltline. Undergarments should not be showing.
8. Any item that is considered disruptive or dangerous to a student or others in the classroom.
9. Clothing considered nightwear, i.e. pajamas, including but not limited to slippers, loungewear, nightshirts, and pajama pants will not be allowed.
10. Students will adhere to the rules for Dress and Appearance when representing the school as part of a school sponsored activity. These activities include, but are not limited to concerts, competitions, banquets, trips, and fundraisers whether held on or off school grounds.

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

VENDING MACHINES

Vending machines are off-limits to elementary students. Students will be written up for noncompliance if caught with items from these machines.

CELLULAR PHONES

The use of cellular phones by students is **prohibited between the hours of 8:00 a.m. and 3:30 p.m.** The school is not responsible for lost or stolen cell phones. Failure by student to surrender a cell phone that is operational between 8:00 a.m. and 3:30 p.m. will be viewed as insubordination.

CD PLAYERS, RADIOS, CASSETTE PLAYERS AND ELECTRONIC GAMES

CD players, Ipods, MP3 players, radios, cassette players, electronic games, etc. are not to be brought to school unless required for a class activity or to be used after school hours. In either case, **they are to be turned in to the office for safe keeping until needed.** They are not to be played in the halls. The school is not responsible for lost or stolen items.

TOY GUNS AND WEAPONS

Toy guns and weapons are **not allowed in the school building and shall be confiscated.**

LASER DEVICES

Laser pointers, laser pens, and other similar devices **are not allowed in the school building and shall be confiscated.**

BICYCLES

During appropriate weather, students may ride their bikes to school. Students that do ride bicycles to school are required to place them in the rack immediately upon their arrival and to leave them there until students are dismissed at the end of the day. It should be understood that students are assuming their own responsibility for the bikes while at school. Bicycle riders should not arrive at school before 8:00 a.m.

TEXTBOOKS

Textbooks are loaned to students for their use during the school year. Care of books is the student's responsibility and books are to be returned to the teacher at the conclusion of the year. A fine will be levied for lost or damaged books. Lost books must be paid for before another book is issued.

STUDENT EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY

Students are encouraged to use the school's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical and legal manner. Unauthorized or inappropriate use, including any violation of the school's policies and administrative guidelines, may result in cancellation of the privilege, disciplinary action consistent with the school's rules, and civil or criminal liability. Smooth operation of the school's network relies upon users adhering to the school's policies and administrative guidelines. Prior to accessing the Internet at school, students must sign the Student Education Technology Acceptable Use and Safety Agreement each year.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District, there should be no expectation of privacy regarding such materials.

SCHOOL LUNCH PROGRAM

The School District of Solon Springs in compliance with the National School Lunch Program, provides wholesome, appetizing meals to students each school day. This program is beneficial to students, parents, and teachers since hungry children have difficulty learning and a well balanced meal helps develop strong bodies and healthy minds.

Student lunches will cost \$2.70 for a single meal. Student breakfasts will cost \$1.85 for a single meal. The reduced lunch price is \$.40 and the reduced breakfast price is \$.30. Student milk will cost \$.50 for a 1/2 pint. We encourage parents to pay for at least a week at a time to ease our collection and record keeping.

The family food account is expected to be paid in advance. When a family food account is in deficit in the amount of \$25.00, a written notice will be sent to the parent/guardian notifying them that all meals must be prepaid in order to have their student receive the hot lunch each day. Pre-K through 5 grade students will receive a sandwich and milk. The prepayment of meals requirement will stay in place until the account is paid in full. The school district reserves the right to take further actions to collect unpaid balances when necessary.

**PLEASE APPLY FOR FREE AND REDUCED MEALS FOR YOUR CHILDREN;
THIS WILL HELP THE DISTRICT ELIGIBILITY FOR STATE AND FEDERAL
GRA**

TRANSPORTATION CONCERN FORM

Anytime a concern is raised about transportation, a Transportation Concern Form must be completed by the concerned party(s). Blank forms will be part of the student handbooks with extra copies available at the school office. This requires the person(s) to accept responsibility for the information provided.

The completed form will go to the transportation director to review the concern. If the concern is not valid, the transportation director will respond on the bottom of the form indicating why this position was taken.

If the concern is valid, the transportation director will ask the other party involved to complete the bottom section of the form. After the lower section has been completed, the transportation director will then again review the concern from both viewpoints and make recommendations to address the concern. The response will be in writing, returning copies to all concerned persons. Keep a copy of all records with regard to the concern in a file. Anyone unhappy with the results of the transportation concern review may follow the due process procedure for our school district. This process provides protection to all parties involved and provides documentation should the concern occur again.

TOBACCO PRODUCTS, ALCOHOL, AND CONTROLLED SUBSTANCES

Since the negative health effects of smoking are no longer debatable, and there is evidence that youngsters model adult behavior, it shall be the policy of the board of education to prohibit the use of all tobacco products in all of the educational facilities and vehicles at all times, and by all people.

Student use of tobacco products, alcohol or controlled substances or imitations of these in the building or on school grounds is forbidden. Students in violation of this regulation are subject to suspension and expulsion.

In addition to penalties, we strongly believe in honestly admitting if a student has a problem in this area. To meet our responsibility, we have established a drug and alcohol program. Ask your teacher if you want to know more.

DUE PROCESS PROCEDURES

“Due Process” is a procedure which the courts of law recognize as a necessary part of any rules and regulations. Due process, furthermore, recognizes the rights of the individual, since it outlines his recourse in the event he feels a wrong decision has been made. The due process steps outlined hereafter constitute the procedure for a student and his/her parents to follow in appealing administrative decisions relating to eligibility or suspension.

It should be understood that students and parents will be expected to follow the “due process” steps in the event legal action should be initiated at some later date.

DUE PROCESS STEPS

1. After a ruling resulting in suspension has been made, a student and/or his/her parents may formally appeal the decision in writing to the principal provided an appeal is received within five (5) days from the first day such suspension shall take effect.
2. The principal within three (3) days of receipt of such written appeal shall formalize the decision in writing and send a letter by registered mail to the parents, outlining the specific details relating to (a) violation or infraction, (b) date of violation or infraction, (c) period of suspension and, (d) any other pertinent information.
3. After an appeal has been received, and the school’s formal reply is mailed to the parents, a date for a hearing will be established by the principal. This date will be no later than seven (7) days after receipt of the written appeal of the student and his/her parents. Present at the hearing, in addition to the principal and the district administrator of the school, will be the student and his/her parents. The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing. Proceedings of the hearing, including the decision of the District Administrator will be put in writing

and a copy of these proceedings will be mailed to the student and his/her parents.

CODE OF CONDUCT

Wisconsin Statute 118.164 requires all school districts to have in place a code of classroom conduct. This Code of Conduct is contained in Appendix A of this handbook.

SANCTIONS

Listed below are the consequences for inappropriate behavior. Those areas marked with an asterisk (*) have a 20/40 school day escape clause attached. If a student does not have a disciplinary notice in a particular area for 20 school days then the next offense does not escalate to a higher level, but remains at the same level. Students who do not receive a disciplinary notice in a particular area for 40 school days will have that area drop one level. Restitution may be offered as an additional part of the consequences for inappropriate behavior as deemed necessary by the Principal or the Administrator.

A. ATTENDANCE

1. ***Unexcused Absences:**

K-3 First Offense - Phone call to parent/guardian
Second Offense - Lunch Detention
Third Offense - 2 Lunch Detentions
Fourth & Additional Offenses - 1 In School Suspension

4-6 First Offense - Lunch Detention
Second Offense - 2 Lunch Detentions
Third & Additional Offenses - 1 In School Suspension

2. ***Tardiness:**

Three tardies **throughout the year** will result in disciplinary action.
First Offense - Letter home to parents
Second Offense - Lunch Detention
Third Offense - 2 Lunch Detentions
Fourth & Additional Offenses - 1 In School Suspension/Parent
Conference

3. ***Leaving Class or Skipping Class Without Permission, Leaving School Campus**

First Offense - Lunch Detention
Second Offense - 3 Lunch Detentions
Third & Additional Offenses - 1 In School Suspension/Parent
Conference

B. *BUS CONDUCT

Cases of disorderly conduct or of refusal to abide by the authority of the bus driver and/or chaperone, will not be condoned. Parents are responsible for providing transportation to students suspended from riding the bus.

- K-3** 1st Offense - 1 Lunch Detention/Parent Contact
2nd Offense - 2 Lunch Detentions/Parent Contact
3rd Offense - 3 Lunch Detentions/Parent Conference Requested
4th Offense - 5 days off afternoon route/Parent Conference
5th Offense - 10 days off afternoon route/Parent Conference
6th Offense - 30 days off afternoon route/Parent Conference

- 4-6** 1st Offense - 1 Lunch Detention/Parent Conference
2nd Offense - 5 days off afternoon route
3rd Offense - 10 days off afternoon route
4th Offense - 30 days off afternoon route
5th & Additional Offenses - Suspended from riding the bus for the remainder of the school year.

C. *SWEARING/PROFANITY/INAPPROPRIATE LANGUAGE - use of swearing, profanity, or language inappropriate to a classroom.

- First Offense - Teacher Contacts Parent/Lunch Detention
Second Offense - 2 Lunch Detentions
Third Offense - 3 Lunch Detentions
Fourth & Additional Offenses - 1 In School Suspension

D. *LACK OF RESPECT - teasing, lying, rudeness, inappropriate language, talking back, including but not limited to the above.

- K-3** First Offense - Teacher/Student meeting, Notice sent home
Second Offense - Teacher Contacts Parent/Lunch Detention
Third Offense - 2 Lunch Detentions
Fourth Offense - 3 Lunch Detentions
Fifth & Additional Offenses - 1 In School Suspension

- 4-6** First Offense - Teacher/Student meeting, Notice sent home
Second Offense - Teacher Contacts Parent/Lunch Detention
Third Offense - 3 Lunch Detentions
Fourth Offense - 1 In School Suspension
Fifth & Additional Offenses - (OSS or may be treated as insubordination)

E. *NON-COMPLIANCE - refusal to follow directions of a staff member, including but not limited to the above.

K-3 First Offense - Teacher/Student meeting, Notice sent home
Second Offense - Teacher Contacts Parent/Lunch Detention
Third Offense - 2 Lunch Detentions
Fourth Offense - 3 Lunch Detentions
Fifth Offense - 1 In School Suspension

4-6 First Offense - Teacher/Student meeting, Notice sent home
Second Offense - Teacher Contacts Parent/Lunch Detention
Third Offense - 3 Lunch Detentions
Fourth Offense - 1 In School Suspension
Fifth Offenses - (OSS or may be treated as insubordination)

F. HARASSMENT - follows legal guidelines for definition

First Offense - Parent/Staff Conference, 1-3 Days OSS
Second Offense - 1-3 Days OSS, Possible Expulsion Hearing

G. INSUBORDINATION - refusing to obey handbook or staff, including actions that could lead to possible harm to students or staff.

First Offense - Parent Conference, 3 Days OSS
Second Offense - Possible Expulsion Proceeding

H. *KEEPING OTHERS FROM LEARNING - interfering with the learning of others will not be condoned. Consequences are:

1. **Classroom disruptions** - teachers are responsible for their classroom environment.

K-3 First Offense - Teacher Contact
Second Offense - Note Sent Home
Third Offense - Lunch Detention
Fourth Offense - 2 Lunch Detentions
Fifth & Additional Offenses - 3 Lunch Detentions/Possible In School Suspension

4-6 First Offense - Notice sent home
Second Offense - Lunch Detention
Third Offense - 3 Lunch Detentions
Fourth & Additional Offenses - 1 In-School Suspension

2. **Outside (Hallway) Disruptions** - teachers/staff will determine reason for student being in hallway. If unexcused, consequences for skipping, tardiness, or leaving class will apply. Dean of Students should be notified

immediately.

- I. ILLEGAL DRUGS AND ALCOHOL - possession and/or use of controlled substances/alcohol, (drug paraphernalia) or imitations on school grounds by students is prohibited.

Consequences are parent/guardian conference with principal and/or administrator and:

Possession - 3 days OSS, Police Referral

Use - 3 Days OSS, Police Referral

Selling - Expulsion Proceedings

In all three instances, students will be referred to in-school support staff. Second and additional offenses for any of the above may result in expulsion for the remainder of the school year.

- J. VANDALISM/THEFT - damage to or destruction of school property, or property of others by students is vandalism. Consequences are:

Destruction of Property, Vandalism, Arson, Theft

First Offense - Work to compensate for damages or make restitution,
Parent Contacted and Lunch Detention - OSS depending
on the severity of destruction.

Second Offense - 3 Days OSS

Offenses which cause in excess of \$100.00 in loss or damage, which include arson and major vandalism will result in suspension for up to three (3) days and police referral. Students will be held responsible for remuneration of damages and be subject to possible expulsion proceedings.

- K. VIOLENCE

Physical Assault of Another Student

First & Second Offenses - Parent/Student/Principal or Dean Conference,
1-3 Days In-School Suspension

Third Offense - Parent/Student/Principal or Dean Conference, 3 Days OSS,
Possible Expulsion Proceedings

Fighting and Battery

First & Second Offense - Parent/Student/Principal or Dean Conference,
1-3 Days In-School Suspension

Third Offense - Parent/Student/Principal or Dean Conference, 3 Days OSS,
Possible Expulsion Proceedings

Physical/Verbal Assault of a Teacher or Staff Member

First & Additional Offenses - Parent/Student/Principal or Dean Conference,
3 Days OSS, Possible Expulsion Proceedings

Physical Contact

Unwarranted/inappropriate physical contact, examples of which will include pushing, shoving, tripping, grabbing, etc.

First Offense - 1 Lunch Detention/Parent Contact

Second Offense - 2 Lunch Detentions/Parent Contact

Third Offense - 3 Lunch Detentions/Parent Conference

Fourth Offense and Additional Offenses - 1 In-School Suspension/Parent Conference

Verbal/Threatened Assault

Verbal assaults are abusive, threatening, profane or obscene language by a student toward another student. Verbal/threatened assault without resolution will result in a parent/guardian conference with administration and/or suspension.

L. ACADEMIC MISCONDUCT

Infractions in this category will include items such as plagiarism, copying from other students, cheating on a test, quiz, or assignment, misrepresenting work completed by another student as one's own, etc. In addition to a zero (0) on the affected course work, the following penalties shall be enforced.

First Offense - Lunch detention or up to 3 days In School Suspension based on severity of offense, Parent Notification by teacher

Second and Third Offenses - 1-3 days In School Suspensions based on severity of offense, Parent Conference

Fourth and Subsequent Offenses - 3 days In School Suspension, Parent Conference, Possible Expulsion Proceedings

M. ACADEMIC NON-COMPLIANCE

Refusing to complete or submit assignments or exams as directed by the teacher.

First Offense - Teacher contacts parent

Second Offense - Teacher contacts parent and assigns 1 detention*

Third Offense and additional offenses - Teacher contacts parent and assigns detentions or In-School Suspension based on the severity of the non-compliance.* Teachers will assign their own detentions, therefore the offenses for each teacher or class will be considered independently.

N. USE/OR POSSESSION OF TOBACCO PRODUCTS

Use of possession of tobacco products or imitations is not permitted on school

grounds or at school activities. Students in violation of this regulation are subject to suspension and expulsion, plus automatic/or mandatory police referral which may result in a fine as per 1991 Wisconsin Act 95, Senate bill 155.

Consequences are:

First Offense - 1 Day OSS

Second & Additional Offenses - 3 Days OSS

WEAPONS POLICY

No person shall possess a dangerous weapon on school property, on school buses, or at any school-related event. This prohibition does not apply to:

1. Persons who use a dangerous weapon solely for school-sanctioned purposes.
2. Military personnel who are armed in the line of duty; and
3. Law enforcement officers discharging their official duties.

The school board defines a dangerous weapon as any object that by its design and/or use can cause bodily injury or property damage.

Any student violating this policy shall be subject to penalties outlined in state law. If a student possesses a dangerous weapon with intent to threaten or cause bodily harm to others or to cause property damage, law enforcement officers and the student's parent/guardian shall be notified.

Any other person violating the school board's policy on weapon possession shall be turned over to law enforcement officials and punished in accordance with state law.

DEFINITIONS AND PROCEDURES OF DISCIPLINARY ACTION

- A. INTERVENTION - Intervention is any procedure to encourage early involvement of parents/guardians and school staff for detecting behavioral problems in the early stages and attempts to improve that behavior.

School staff (including teachers, counselors, aides, principal, and administrator) will deal with all inappropriate behavior in its earliest stages, whenever possible. Early detection, through close observation and immediate and fair consequences, are effective deterrents in dealing with inappropriate behavior.

School staff will use methods to encourage early parental/guardian involvement which includes the following:

1. Personally talking with parents/guardians whenever possible.
 2. A phone call to parents/guardians whenever possible.
 3. Arranging parent/guardian conferences with teacher and principal and/or administrator
 4. Written communication which may include:
 - a. behavior referral notices
 - b. notification of suspension
- B. LUNCH DETENTION - Lunch detention will consist of one half hour spent during lunch hour under supervision. Students will be allowed to eat during the detention.
- C. IN-SCHOOL SUSPENSION - During the school day the student will sit in a supervised room.
- D. OUT OF SCHOOL SUSPENSION - Suspension (OSS) is the short term exclusion of the student from school during which the school is relieved of custody of the student. Suspension excludes attendance and participation in extracurricular activities on the day of suspension. Procedures for suspension are governed by Wis. Stat. Section 120.13(1)(b). Any student about to be suspended shall be allowed an opportunity to explain his/her side of the story before the suspension is invoked. The principal and/or administrator will make a reasonable effort to have a parent/guardian conference before the student returns to school. This policy is applicable to all students including handicapped students; however, in the case of a handicapped student, the procedural requirements of P.L. 94-142 and Chapter 115, Wisconsin Statutes, shall be followed.
- E. EXPULSION - Expulsion is an action taken by a school board to prohibit an enrolled pupil from further attendance. Procedures for expulsion are governed by Wis. Stat. Section 120.13(1)(c). This policy is applicable to all students including handicapped students; however, in the case of a handicapped student, the procedural requirements of P.L. 94-142 and Chapter 115, Wisconsin Statutes, shall be followed. When considering the expulsion of any non-handicapped student, if there is any reason to believe the student has a handicapping condition which may have affected his behavior, before any further action is taken, the student will be referred for evaluation.

STUDENT HARASSMENT COMPLAINT PROCEDURES

A concerned effort must be made to protect students and employees from harassment as defined, and to rid the School District of Solon Springs of such conduct.

Definition

- A. Verbal abuse or name-calling, of a demeaning, derogatory or threatening nature.
- B. Verbal, written or graphic references of a demeaning, derogatory or threatening nature concerning another pupil's mental capacity, physical attributes, appearance, grooming, hygiene, clothing, race, religion, sex, family or national origin.
- C. Defacing of school property with written or graphic materials of the nature set forth in paragraph B above.
- D. Theft, damage or destruction of another's physical property or property under another's control, such as school texts, library materials, and athletic equipment.
- E. Physical assault of another pupil, or threatening to do so.
- F. Creating an atmosphere which tends to establish a hostile environment for another pupil.
- G. Any other conduct, whether intentional or unintentional, which results in harassment of the nature set forth above in paragraphs A through F, inclusive.

Implementation of the Policy

The Equity Coordinator is the school district staff member who is initially responsible for facilitating the resolution of student harassment complaints initiated by or against students. Any student who believes that he/she is a victim of student harassment should contact the Equity Coordinator or the Principal.

The Principal/District Administrator is/are responsible for the dissemination of information about the student harassment policy and procedures. This/These individual(s) will establish and implement programs designed to educate members of the school community on the subject of student harassment and to make the school community more sensitive to its forms and damaging consequences.

Reporting Procedure

Any student who believes that he/she has been the victim of student harassment should contact the Equity Coordinator, the Principal, or the District Administrator. Initial contacts are confidential to the extent allowed by law and may be limited to requests for information about the student harassment policy and procedure, discussion of existing situations and/or options for resolving the conflict.

It is recognized that there will be times when a complainant will want to protect his/her own identity and yet initiate action against someone who has submitted him/her to unwanted harassment. While this is understandable, fairness requires that a complainant identify his/herself in a signed written complaint before any formal investigation can be made, action taken, or record made. A signed, written complaint is not a prerequisite to the conducting of a formal investigation. The district must investigate all complaints of sexual harassment, whether a signed written complaint is filed or not.

Informal Resolution

If the student with a harassment complaint requests informal resolution of the problem, the Equity Coordinator will offer the parties concerned an opportunity to resolve the complaint by mutual consent. This might occur if a student wishes to postpone being personally identified or when the student merely wishes assistance informing the other person that a concern has been raised regarding that person's conduct. Once the district learns of a sexual harassment complaint, it must immediately investigate. If the complainant refuses to cooperate with the investigation by withholding the name of the alleged harasser, this information should be documented by the Equity Coordinator, and the district should still attempt to investigate the complaint to the extent possible and document its efforts to do so. Should the student wish to postpone identification of the offender, the complaint will be held by the Equity Coordinator without action until that time

Formal Charges

A formal charge of harassment must be in the form of a signed, written complaint. The complaint will be submitted to the Equity Coordinator, and it will be thoroughly investigated. The alleged harasser is advised to sign a written statement detailing his/her recollections of the events.

Where the complaint is made against a member of the instructional or non-instructional staff, appropriate action will be taken under the provisions of the current union contracts or pertinent civil service regulations. These procedures are available in the office of the District Administrator.

Where the complaint is against a student, proceedings will comply with the procedures adopted by the School District of Solon Springs. This information is available in the Principal's office and with the Equity Coordinator.

EEN Students

The Individuals with Disabilities Education Act (IDEA) requires school districts to provide appropriate public education for those students identified as having certain specific disabilities. Chapter 115 of the Wisconsin Statutes parallels and implements on the state level the IDEA. Every school district must provide a free appropriate public education for each child with a disability which is tailored to meet the individual needs of the child. The tool utilized to meet this obligation is the Individual Education Plan (IEP). At the heart of the IEP requirement is the idea that each child has unique needs and thus requires an educational program specifically tailored to the child's particular handicap. The School District of Solon Springs follows the individual education plan established for each child with exceptional education needs.

Complaints Involving Criminal Actions

Any employee who receives a complaint involving a criminal sexual act from a student or parent on behalf of a student will report the incident to the proper authorities immediately and also to the administration but make no contact with the alleged harasser.

Complaints By A Student or Employee Against A Student

1. Any student or employee who believes he/she has been harassed by a student should report the incident to the principal and (in the case of a student) to his/her parents/guardians.
2. When an employee other than the principal receives a complaint that a student has harassed an employee or another student, he/she will report the complaint to the principal.
3. When a principal receives a complaint that a student has harassed an employee or another student, he/she will investigate the complaint and if probable cause exists to credit the allegation of harassment, the principal will take disciplinary action according to school district policy.

LEGAL REF.: Section 115, Wisconsin Statutes
Individuals With Disabilities Education Act
CROSS REF.: Student Handbook
Exhibit (1), Student Harassment Complaint Form
REVISED: June 16, 1997

The Solon Springs School District in making an effort to save paper and cut costs, will no longer be sending home breakfast/lunch menus with the students. Menus will be posted on the school website. Parents who do not have access to the website may have their child pick up a menu from the elementary office.

APPENDIX A

SCHOOL DISTRICT OF SOLON SPRINGS

STUDENT CONDUCT

PURSUANT TO SECTION 118.164, WISCONSIN STATUTES

STATEMENT OF PRINCIPLE

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students maybe removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior , while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer term removal from the class ("long term removal"). Long term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the

“Code”). In addition, long term removal of a student will be possible if the building administrator upholds a teacher’s recommendation that a student be removed from the class for a longer period of time. Removal from the class under the Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

1. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS?

A student may be removed from class for conduct or behavior which (a) violates the District’s policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous or unruly; (d) which incompatible with effective teaching and learning in the class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every in appropriate circumstance, that would justify removal under the Code. A teacher’s primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of the Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher’s decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teacher’s decision to remove the student, and return the student to class.

a) Behavior that violates the District’s policies on suspension and expulsions

The District Policies regarding suspension and expulsion are set forth in [specify code section(s)]. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District’s central administration. Thus, a teacher’s decision to remove a student from class for behavior that violates the District’s policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

(b) Behavior which is disruptive, dangerous or unruly

Notwithstanding any inconsistent or contrary provisions in the District’s policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of the Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

Inappropriate physical contact intended or likely to hurt, distract or annoy other, such as hitting, biting, pushing, shoving, poking, pinching, or grabbing.

Repeated inappropriate verbal conduct intended or likely to upset, distract or annoy other, such as name calling, teasing, or baiting.

Behavior that may constitute sexual or other harassment.

Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.

Throwing any object likely to cause harm or damage, such as books, pencils, scissors, ect.

Inciting other students to act inappropriately or to disobey the teacher or school or class rules.

Destroying the property of the school or another student.

Loud, obnoxious or outrageous behavior.

(c) Behavior which interferes with the ability of the teacher to teach effectively

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non compliance may in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

Open Defiance of the teacher, manifest in words, gestures or other overt behavior

Open disrespect of the teacher, manifest in words, gestures, or other overt behavior

Other behavior likely or intended to sabotage or undermine the instruction

(d) Behavior which is inconsistent with class decorum and the ability of others to learn

In addition, there may be grounds for removal for behavior which, though not necessarily violative of the provisions of (a) through (d) [above], is inconsistent with basic classroom decorum. Such behaviors may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively.

2. WHAT ARE OTHER, NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS?

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interest of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

3. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of this Code, “student” means any student enrolled in the District, exchange student, or student visitor to the District’s schools.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

For the purposes of this code, a “class” is any class, meeting or activity which students attend, or in which they participate while in school under control or direction of the District. This definition of “class” includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, games, dances, lunch, or recess. “Class” also includes regularly scheduled district-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored trips, after-school clubs, and sporting activities.

A “teacher is any certified instructor, counselor, nurse or administrator in the employ of the District.

A “teacher of that class” means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

A “building administrator” means a principal of a school or other individual duly designated by the building administrator or District Administrator.

4. WHAT PROCEDURES MUST BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS?

Except where behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- a) instruct the student to go to the main office for the period of removal. In such case, the teacher should send a note with the student.
- b) obtain coverage for the class and escort the student to main office.
- c) seek assistance from the main office or other available staff. When assistance arrives, The teacher or othe other adult should accompany the student to the main office.

When the student arrives at the main office, the building administrator or designee should give the student the opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty four (24) or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee.

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

5. WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT TERM REMOVAL FROM CLASS?

Prior to the initiation of the 1999-2000 school year, each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short term removal area. In the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program, or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short term removal area. The general, students should be required to do work of an academic nature while in the short term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's

misconduct (e.g. writing an apology or account of the situation). In no event should student's time in the removal area be recreation or other free time.

6. HOW LONG SHALL A SHORT TERM REMOVAL LAST?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designees shall speak to the student to determine whether the student is, or appears to be, ready and able to return to classes without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or where necessary, appropriate and practicable, shall take steps to suspend the student.

7. WHAT ARE THE PROCEDURES FOR LONG-TERM REMOVAL?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal rests with the building administrator.

Where a teacher believes that the best interests of the student and /or the class require long term removal, the teacher should so notify the building administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the building administrator may, in his/her discretion, consult with the teacher and /or other District staff. In most cases, it is appropriate to inform and consult with parents of the student, and the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- a) Place the student in an alternative education program as defined by law;
- b) Place the student in another class in the school, or in another appropriate place in the school;
- c) Place the student in another instructional setting; or

- d) Return the student to, or retain the student in , the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three(3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for the decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

8. WHAT DISCRETION OR FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS?

It is expected that administrators and teachers will meet prior to the implementation of the Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding removal, are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of students from their classes, either long or short-term.

Similarly, there are many, clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary and high school students the standards for removal may well differ from one school, grade or class to the next.

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students.

9. TO WHAT EXTENT IS REMOVAL APPLICABLE TO STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA?

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards and cannot be made unilaterally by teachers or administration. In addition, most students covered by IDEA should have a

behavioral plan, which was address(a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and the Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

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

For the reasons noted above, no change in placement for more than ten (10) school days during a school year may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

10. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?

Prior to the 1999-2000 school year, a copy of this Code shall be sent to each parent in the District. In addition, this Code shall be provided to, and discussed with, students of the District early in the 1999-2000 school year.

TRANSPORTATION CONCERN FORM

CONCERNED PERSON(S):

DATE _____ TIME _____
(Date and time with regard to concern being expressed)

BUS DRIVER:

CONCERN: (Provide all details possible)

OTHERS WHO WERE PRESENT:

DATE RECEIVED BY TRANSPORTATION DIRECTOR:

RESPONSE:

PERSON RESPONDING _____ DATE _____
One completed copy will be kept on file and one completed copy will be returned to concerned person(s).

WE THE UNDERSIGNED HAVE READ AND UNDERSTAND THE CONTENTS OF THE STUDENT HANDBOOK.

STUDENT/S: _____

PARENT/GUARDIAN: _____

DATE: _____

PLEASE RETURN THIS FORM TO THE SOLON SPRINGS ELEMENTARY OFFICE BY SEPTEMBER 7, 2018.