

# School District of Jefferson

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**2005-2006**

## **FAMILY INFORMATION PUBLICATION**

Dear Parents,

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

Please read this publication in its entirety and share the information with the students in your family. Please keep it close at hand for easy reference when questions or problems arise.

Michael Swartz, Superintendent

### **TABLE OF CONTENTS**

#### **SCHOOL ATTENDANCE**

- Policy JEA - School Attendance ..... 2
- Policy JEB - Entrance Age ..... 4

#### **STUDENT BEHAVIOR**

- Policy JFCG - Possession or Use of Tobacco Products by Students ..... 4
- Policy JFCH-R - Student Violation of Use/Possession/Distribution of Drugs/Alcohol ..... 5
- Policy JHJ - Student Alcohol, Tobacco, and Other Drug Abuse Program ..... 6
- Policy JFCL - Classroom Conduct ..... 7
- Policy JFGA - Locker Searches ..... 9

#### **STUDENT RECORDS/CONFIDENTIALITY**

- Policy JO - Student Records ..... 9
- Policy KBG - Access to Public Records ..... 10
- HIPAA Regulations ..... 10

#### **STUDENT SAFETY**

- Policy JHG - Child Abuse/Neglect Reporting ..... 10
- Policy ECBA - Pest Management for Healthy Schools ..... 10
- JHCA - Administering Medication to Students ..... 11
- Policy JFCK - Student Use of Two-Way Communication Devices ..... 11

#### **CIVIL RIGHTS INFORMATION**

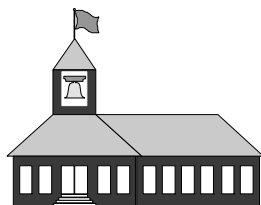
- Policy JB - Equal Educational Opportunities ..... 11
- Policy JBB - Equal Educational Opportunities Coordinator ..... 12
- Education of Homeless Individuals ..... 12

- **CALL US** ..... 12

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#### **MISSION STATEMENT:**

The School District of Jefferson, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.



# SCHOOL ATTENDANCE

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

## Board Policy JEA - School Attendance

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

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

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

### A. General Attendance Procedures

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



### B. Types of Absences

1. Excused Absences – It shall be the policy of the School District of Jefferson to encourage good student attendance. Students are required to attend all their scheduled classes and study halls unless excused from attendance as follows:
  - a. **Absences Authorized Solely by Parent/Guardian** – A student is excused from school attendance if his/her parent/guardian submits a written excuse to the school prior to the student's absence from school. A student may be excused under this provision for not more than 10 days in the school year.
  - b. **School-Excused Absences** – Students shall be excused from school attendance for the following reasons if such absence is with the knowledge and approval of the student's parent/guardian:
    - (1) Personal illness
    - (2) Severe illness or death in the family
    - (3) Religious observations
    - (4) Impassable roads or extreme weather conditions
    - (5) Required court appearances
    - (6) Health appointments
    - (7) Temporary situations of pressing family need that warrant an excused absence for the period of time necessary. This is not to be used to circumvent the state's compulsory attendance law.

- (4) Impassable roads or extreme weather conditions
- (5) Required court appearances
- (6) Health appointments
- (7) Temporary situations of pressing family need that warrant an excused absence for the period of time necessary. This is not to be used to circumvent the state's compulsory attendance law.

Also, with the advance approval of the principal, students may be excused from school attendance for college visitations, job interviews, family vacations, and, within guidelines set by the administration and approved by the Board, deer hunting (maximum five days) during the gun season only.

All school-excused absences require parent/guardian verification that is to be submitted in writing to the school attendance officer or designee in advance of the absence or prior to readmittance to school. If the parent/guardian is not satisfied with the school attendance officer or designee's decision with regard to the students' absence, the parent/guardian may appeal the school attendance procedure decision to the Superintendent. If the parent is not satisfied with the Superintendent's decision on such matter, the parent may appeal within 10 days of the Superintendent's decision to the Board of Education.

2. Unexcused Absences (Truancy) – Students shall be considered truant if they are absent from school for all or part of one or more school days, with or without parent/guardian approval, for reasons other than those stated above and the principal or teacher has not been notified of the legal cause of such absence by the parent/guardian of the absent student. Truancy also means intermittent attendance carried on for the purpose of defeating state's compulsory attendance law.
3. Habitual Truancy – "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester.

### C. Attendance Monitoring Procedures

1. The principal, or the principal's agent at each of the district's schools is designated the "school attendance officer" to deal with matters relating to school attendance and truancy. The school attendance officer shall:
  - a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused or unexcused (truancy).
  - b. Annually, on or before August 1, determine how many students enrolled in his/her school were absent in the previous year and whether the absences were excused. This information shall be submitted to the Director of Curriculum and Instruction, who shall prepare a report of such information for submission to the State Superintendent of Public Instruction.
  - c. (May) visit any place of employment in the district to ascertain whether any minors are employed there contrary to law and shall report all cases of illegal employment to the proper school authorities and the Department of Workforce Development.
  - d. Have access to information regarding the attendance of any child between the ages of six and 18 who is a resident of the district or who claims or is claimed to be in attendance at a private school located in the district.
2. After a student is absent for all or part of ten school days during a school year, a letter of concern shall be sent to the parent/guardian. (If a student is truant part or all of five or more school days during a school semester, "habitual truancy" procedures shall be followed.)

### D. Truancy Procedures

1. The school attendance officer shall notify the parent/guardian of a child who has been truant and direct the parent/guardian to return the child to school no later than the next school day on which school is in session or to provide an excuse. Telephone contact shall be attempted upon determination of truancy and a written log maintained. A written notice shall be sent to the parent/guardian. The notice under this paragraph must be documented and given before the end of the second school day after receiving a report of a truancy.
2. The school attendance officer shall meet with a student who has been truant immediately upon his/her return to school and take appropriate action.
3. After a student is truant for all or part of ten school days during a school year, a meeting may be held with the student's parent/guardian, attendance officer and student services representative to discuss the student's truancy. (If a stu-

dent is truant part or all of five or more school days during a school semester, “habitual truancy” procedures shall be followed.) At the meeting, the parent/guardian shall be provided with the following information:

- a. Specific number of unexcused absences (truancies) recorded and public and private agencies available to help in family or discipline problems which may be causing the truancy.
- b. Opportunities for educational counseling to the child to determine whether a change in the child’s curriculum would resolve the child’s attendance problem.
- c. The opportunity to consent to an educational evaluation of the child to determine whether learning problems may be the cause of the child’s attendance problem.
- d. The opportunity to consent to the release of student records between the district and defined private or public agencies to permit district personnel to communicate about the student and coordinate efforts to improve school attendance.

#### Habitual Truancy

I. When a student initially becomes a habitual truant, the following procedures shall be implemented:



- a. The school attendance officer shall serve notice in accordance with State law. Local law enforcement agencies shall be involved in filing formal truancy charges under the applicable ordinance(s).
- b. A meeting shall be conducted to discuss the child’s truancy. The attendance officer may request that representatives from law enforcement, the Jefferson County Department of Human Services, and other agencies attend this meeting. During this meeting, parents/guardians may be requested to consent to the release of their child’s student records to permit the school and Jefferson County Department of Human Services to exchange information.
- c. In cases where the student has participated solely in the traditional school program, the school team shall consider modifying the student’s educational program in accordance with state law with input from the student, the student’s parent/guardian and other agency representatives.

Program modifications include, but are not limited to, the following: modifications within the current academic program; a school work training or work study program; enrollment in any alternative public school or program or nonsectarian private school in the district; homebound study and enrollment in any public educational program outside the district.

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

#### E. Permission to be Excused from Regular School Attendance

- I. Upon the child’s request of the Board and with the written approval of the

child’s parent/guardian, any child who is 16 years of age or over and a child at risk may attend, in lieu of high school or on a part-time basis, a technical college if the child and his/her parent/guardian agree, in writing, that the child shall participate in a program leading to the child’s high school graduation.

2. Any child who is 16 years of age may be excused from regular school attendance by the Board upon the child’s request and with the written approval of the child’s parent/guardian if the child and his/her parent/guardian agree, in writing, that the child shall participate in a program or curriculum modification leading to the child’s high school graduation, and in the opinion of the Board of Education, the programs offered in the School District of Jefferson do not meet the needs of the individual student. Program or curriculum modifications for purposes of this requirement may include the following.
  - a. Modifications within the child’s current academic program. If it is the determination of the Board to approve a modified program or curriculum for a student, the district’s obligation to pay for such educational services shall be determined in accordance with state law.
  - b. A school work training or work-study program.
  - c. Enrollment in any alternative public school or program located in the school district.
  - d. Enrollment in any nonsectarian private school or program located in the school district which complies with federal nondiscrimination requirements (Title VI of the Civil Rights Act – nondiscrimination on the basis of race, color or national origin). Enrollment in such school or program shall be pursuant to a contractual agreement which provides for the payment of the child’s tuition by the district.
  - e. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled; or
  - f. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child in such program may be pursuant to a contractual agreement between school districts.
3. Any child who is 17 years of age or over may be excused from regular school attendance by the Board upon the child’s request and with the written approval of the child’s parent/guardian if the child and his/her parent/guardian agree, in writing, that the child shall participate in a program or curriculum modification leading to the child’s high school graduation or leading to a high school equivalency diploma, if in the opinion of the Board the programs offered in School District of Jefferson do not meet the needs of the individual student. Program and curriculum modifications include those identified above.
4. A written agreement is required between the child, his/her parent/guardian, the Board and a representative of the high school equivalency program or program leading to the child’s high school graduation prior to a child’s admission to such program(s). The agreement must state the services to be provided, the time period needed to complete the high school equivalency program or program leading to high school graduation and how the performance of the student shall be monitored.
5. The Board is responsible for monitoring the written agreement on a regular basis. In no case, however, can the agreement be monitored less frequently than once per semester. If the Board determines that a child is not complying with the agreement, the Board shall notify the child, his/her parent/guardian and the high school equivalency program or program leading to high school graduation that the agreement may be modified or suspended in 30 days.
6. Upon the child’s request and with the approval of the child’s parent/guardian, any child who is 17 years of age or over shall be excused by the Board from regular school attendance if the child began a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, a juvenile portion of a county jail and the child and his/her parent/guardian agree that the child shall continue to participate in such program.

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

agency shall notify the child, his/her parent/guardian and the Board.

## Board Policy JEB - Entrance Age

A child who is five years old on or before September 1 of the year in which he/she proposes to enter kindergarten or six years old on or before September 1 of the year in which he/she proposes to enter first grade, may be enrolled in kindergarten or first grade, respectively, at the beginning of the school year. A kindergartner or first grader who has not previously been enrolled in kindergarten in a district school shall be registered in the spring of the year in which he/she will enter kindergarten or first grade and enrollment shall be completed before or during the first 10 days of the school year.

In extraordinary and exceptional cases, children who do not meet the age requirement for admission to kindergarten or first grade may be considered for early admission. Based upon past experience and the advice of experts in educational development and child psychology, the Board believes that it is in only extraordinary and exceptional cases that early admission to school is appropriate for or a benefit to the child admitted early. To the contrary, many students admitted early to school have been adversely affected by the early admission. Accordingly, it shall be the strong and clear policy and purpose of the Board to discourage early admissions to school except in the most extraordinary and exceptional cases. The administration shall review requests for early admission in light of this policy directive. Any prior practice or written or unwritten policy of the Board to the contrary is hereby specifically abrogated.

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

### Children with Disabilities

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

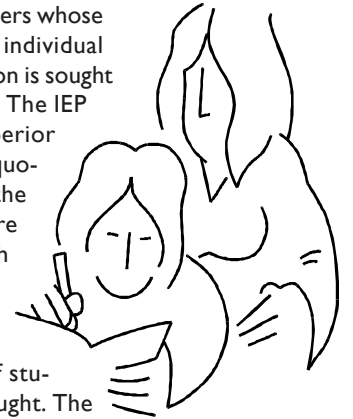
### **EARLY ADMISSION PROCEDURES:**

As set forth in Board policy, early admissions to kindergarten or first grade are to be discouraged. The administration shall presume that its recommendation shall be against early admission unless it is clearly apparent based upon the criteria set forth below that early admission is in the best interests of the child for whom early admission is sought.

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

1. A written request for early admission shall be submitted to the Superintendent by the child's parent(s)/guardian(s) by no later than March 1 of the year the child proposes to enter kindergarten or first grade. Parent(s)/guardian(s) who first commence residency in the district after March 1 may apply to the Superintendent by no later than May 1. Applications for early admission made after the appropriate application date shall be summarily denied.
2. The child for whom early admission is sought must be five years old on or before December 1 of the year the child proposes to enter kindergarten or six years old before December 1 of the year the child proposes to enter first grade.
3. The child's parent(s)/guardian(s) shall initially meet with the appropriate elementary school principal who shall discuss with him/her/them general considerations relating to early entrance as well as the procedures to be followed in pursuing an early entrance request.
4. The child's parent(s)/guardian(s) shall provide a written consent (Form SE-7) for the district to conduct an individualized education program (IEP) team evaluation of the child for whom early admission is sought.
5. The child shall participate in pre-kindergarten or pre-elementary school screening or be screened individually by district staff. The child must attain a score of at least 120 on the screening assessment, or receive the recommendation of the school psychologist for further evaluation, in order to be considered for early admission.
6. If the requirements of paragraphs 1 to 5 are met, the Director of Pupil Services shall appoint an IEP team of district professional staff to further evaluate the child. The IEP team shall consist of the school psychologist, a school social worker,

speech and language clinician and other staff members whose input is necessary or useful depending upon the individual circumstances of the child for whom early admission is sought as determined by the Director of Pupil Services. The IEP team shall evaluate the child for evidence of superior intellectual ability as measured by an intelligence quotient (IQ) of greater than 125 or at or above the 95th percentile. In addition to attaining an IQ score greater than 125, or scoring at or above the 95th percentile, the child must possess advanced speech and language skills, and much better than average attention span, social skills and emotional maturity as compared with the average levels of students in the grade for which early admission is sought. The child must not qualify for any special education programming.



7. Following the evaluation set forth in paragraph 6 above, the IEP team shall meet with the child's parent(s)/guardian(s) to review the IEP team's findings and discuss the appropriateness of early admission to kindergarten or first grade.
8. The findings and recommendations of the IEP team shall be submitted to the Superintendent within 60 days from the date of initial screening. The Superintendent shall review the IEP team's findings and recommendations and shall consider any and all other information he/she may deem relevant and shall prepare his/her own recommendation in light of the Board's policy against early admission.
9. The findings and recommendation of the IEP team, along with the recommendation of the Superintendent, shall be submitted to the Board of Education in time for consideration by the Board at or before its last regular meeting in advance of the commencement of the school year.
10. The Board of Education shall make the final determination of whether or not the child shall be granted early admission to kindergarten or first grade. Such determination shall be based upon the findings and recommendations of the IEP team and Superintendent and any additional evidence that may be presented to the Board by the parent(s)/guardian(s) of the child. The Board may permit the parent(s)/guardian(s) of the child to be heard prior to its consideration and final action on the request for early admission.

## STUDENT BEHAVIOR

### **TOBACCO, ALCOHOL, AND OTHER DRUGS**

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

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

Please read these policies and discuss them with your children.

### **Board Policy JFCG - Possession or Use of Tobacco Products by Students**

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

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

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

## Board Policy JFCH-R - Student Violation of Use/Possession/Distribution of Drugs/Alcohol

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

### A. Violations

1. Suspected of using or suspected of being under the influence of intoxicants, including alcohol, drugs, or inhalants.
  - a. Contact parent or guardian
  - b. Possible suspension (1-5 Days)
  - c. Contact Student Assistance Program Coordinator
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. May recommend parent or guardian seek student drug screen or, in the case of alcohol, may require student to submit to a breath test to determine the presence of alcohol.
  - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.1.g.
  - g. May refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
2. Possession of drug paraphernalia
  - a. Confiscate paraphernalia
  - b. Contact parent or guardian
  - c. Contact Student Assistance Program Coordinator
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. Suspension (3-5 days)
  - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.2.g.
  - g. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
3. Confirmed possession or being under the influence of intoxicants, including alcohol, drugs, look-alike drugs or inhalants, or misuse of products containing alcohol.
  - a. Contact parent or guardian
  - b. Suspension – 5 days
  - c. Contact Student Assistance Program Coordinator
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.3.f.
  - f. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
4. Selling and/or distribution of intoxicants, including alcohol, drugs, including look-alike drugs or inhalants:
  - a. Contact parent or guardian
  - b. Suspension – 5 Days
  - c. Contact Student Assistance Program Coordinator
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.4.f.
  - f. Refer to Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
5. Refusing to submit to a required breath test to determine the presence of alcohol.
  - a. Contact parent or guardian
  - b. Possible suspension
  - c. Contact Student Assistance Program Coordinator
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. May recommend parent or guardian seek drug screen or blood test to determine presence of alcohol.
  - f. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.5.g.
  - g. Refer to Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
6. Second violation of any one or a combination of any of the above (1-5) of the alcohol or other drug prohibitions outlined in Board policy will result in the following:
  - a. Review the first violation of this policy including any consequences or behavioral contracts
  - b. Contact parent or guardian
  - c. Suspension from school – 5 Days
  - d. Contact police if the alleged conduct is reasonably understood as likely to constitute a violation of law
  - e. If appropriate, develop and implement a pre-expulsion behavioral contract. The student and parent(s) [if student is a minor], must sign to indicate their agreement to abide by all provisions contained in the contract. If these provisions are not followed, the administration will proceed to A.6.f.
  - f. Refer to the Superintendent for a decision on whether to refer to the School Board for an expulsion hearing. In making a decision as to whether to refer to the School Board for an expulsion hearing, the Superintendent may consider all relevant factors including without limitation: recommendation of the building administrator or administrator(s), need for deterrence of further instances of alleged conduct, the involved student's general disciplinary record, the extent of student cooperation or candor in investigation, and whether accused student enticed or tempted to entice other students in participating in or covering up the alleged conduct.
7. A third violation of the Board's student alcohol or other drug abuse policy will result in immediate referral to the Superintendent for a referral to the School Board for expulsion.

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

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

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

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

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

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

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

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

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

The district shall also provide alcohol, tobacco, and other drug abuse prevention activities and/or curriculum in all grades kindergarten through 12. These presentations and curricular approaches are required for all students except when parents/guardians

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

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

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

A. Prevention

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

B. Student Assistance Programs

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

Program Description

1. The district shall provide referral information to students and their parents/guardians regarding community-based ATODA programs/agencies including assessment services.
2. Staff shall be assigned to monitor student involvement in any treatment program that necessitates the student being out of school for any extended period and make arrangements for the student to maintain academic work while doing so.
3. At all schools, the district shall provide opportunities for student involvement in small group educational programs. Any involvement by students shall be voluntary. The focus of these groups shall be: to help students understand why individuals use mood-altering chemicals, including why some individuals abuse chemicals and/or become dependent upon them; to help students understand how chemical abuse and/or dependency affects how family members relate to one another; to help students understand the risks associated with chemical use, thereby improving their ability to make choices as individuals; and/or to help students learn how to develop coping skills so that problems associated with chemical abuse or dependency have minimal impact on their academic program. As such, the focus of any



student involvement in small groups shall be on educating and supporting the student.

4. In order to provide group experiences for students, student services staff and teachers who are identified as student assistance program group facilitators shall be provided with specialized training. Building administrators shall annually receive information regarding staff members who have received this type of training. Groups shall be co-facilitated and the ATODA Coordinator and/or other designated staff shall annually evaluate the needs of the program.

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

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

To this end, the district shall:

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

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

#### Staff Referrals

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

#### Student Referrals

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

- ii. Directly contact a building ATODA team member; or
- iii. Fill out the behavior checklist form and forward it to the ATODA Coordinator.

#### Other Referrals

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

## ***STUDENT CLASSROOM CONDUCT***

### **Board Policy JFCL - Classroom Conduct**

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

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

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

#### **GUIDELINES:**

##### A. Definitions

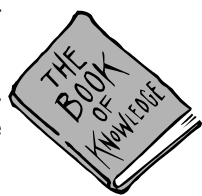
1. "Student" means any student enrolled in the district, exchange student or student visitor to the district's schools.
2. A "class" is any class, meeting or activity that students attend, or in which they participate while in school under the control or direction of the district. This definition of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

##### B. Grounds for Removal of a Student from a Class

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

1. Behavior specified in the Board's policy on expulsion.
2. Behavior specified in the Board's policy on suspension.
3. Behavior that violates student conduct policies/procedures requiring the student's suspension or expulsion from school.
4. Behavior that violates the behavioral rules and expectations of the student handbooks. These rules may or may not differ from building to building.
5. Behavior that violates the Board's weapons on school premises policy.
6. Behavior that violates the Board's policy on alcohol and other drug use by students.

7. Behavior that violates the Board's harassment policy.
8. Taunting, baiting, inciting, and/or encouraging a fight or disruption.
9. Disruption and/or intimidation caused by gang or group symbols or gestures or gang or group posturing to provoke altercations or confrontations.
10. Fighting or physical confrontations involving a student, staff member, or other individual in the classroom.
11. Obstruction of classroom activities or other intentional action taken in an attempt to prevent the teacher from exercising his/her assigned duties. This can be interpreted as open defiance of the teacher (i.e., word, gesture, or other behavior), open disrespect for the teacher (i.e., word, gesture, or other behavior), or any behavior likely or intended to sabotage or undermine the right of others to learn.
12. Interfering with the orderly operations of the classroom by using, threatening to use, or counseling others to use violence, force, coercive, threats, intimidation, fear, or other disruptive means.
13. Repeatedly confronting staff in an argumentative fashion, or refusing to follow directions in such a way that classroom instruction is hampered.
14. Repeated disruption or violation of classroom rules.
15. Willful damage to school or another's personal property.
16. Possession of property prohibited by school rules.
17. Repeated use of profanity.



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

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

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

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

a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee. An administrator or designee shall have a dialogue with both the student and teacher as soon as practical to do so.

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

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

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

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

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

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

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

#### D. Removal of Students with Disabilities

Some different rules and considerations apply for students identified as requiring

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



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

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

## Board Policy JFGA – Locker Searches

A student locker is provided by the district for the convenience of the student to be used solely and exclusively for the storage of outer garments, footwear, and school-related materials. No student shall use the locker for any other purpose.

The school locker assigned to a student is the property of the School District of Jefferson. At no time does the School District of Jefferson relinquish its exclusive control of such lockers. A locker may be searched as determined necessary or appropriate without notice, without student consent and without a search warrant. The search may be conducted by the Superintendent, a building principal, an assistant principal, a police-school liaison officer or a school employee designated by the Superintendent or building principal. Any unauthorized item found in the locker may be removed and retained by the district or, where appropriate, turned over to law enforcement authorities.

Items removed from the locker may be held by the school for return to the parent(s)/guardian(s) of the student (without liability to the school for safekeeping) or retained for disciplinary proceedings, if any, unless the inspecting authority suspects that possession or storage of the unauthorized item found in the locker involves a violation of law in which case the suspect material removed from the locker shall be turned over to law enforcement officials. The student and his/her parent(s)/guardian(s) shall be notified by the inspecting authority of items removed from the locker and of the delivery thereof to law enforcement officials.

The district shall disseminate this policy at least annually to students by publication in handbooks and/or other.

## STUDENT RECORDS & CONFIDENTIALITY

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

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

## Board Policy JO - Student Records

**NOTICE OF ACCESS TO PATIENT HEALTH CARE RECORDS:** Wisconsin law requires a health care provider to provide each patient with a statement of access rights to patient health care records. The statement must be provided upon the first provision of services by the health care provider. The Jefferson School District provides many services that are sometimes considered health care services (e.g., services provided by the Nurse, Physical Therapist, Occupational Therapist, Occupational Therapy

Assistant, Psychologist, Social Worker, and Speech/Language Pathologist). Additionally, the Jefferson School District may receive and store medical records or other patient health care records from other providers. The law provides that if the patient or other person submits a statement consenting to the disclosure of information from patient health care records, the patient or person may:

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

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

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

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

No person may do any of the following:



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

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

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established district procedures. The district shall respond to such requests without unnecessary delay. Copies of the district's student records procedures are available upon request at the Superintendent's office. Regular office hours are from 8:00 a.m. to 4:30 p.m., Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established district procedures. Copies of the district's procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the records. A "school official" is a person employed by the district who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison officers); a person serving on the Board; a person or company with whom the district has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interests" if the official needs to review a student record in order to fulfill his/her professional or district responsibility.

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

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

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

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

#### Secondary School Students

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

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

## **Board Policy KBG Access to Public Records**

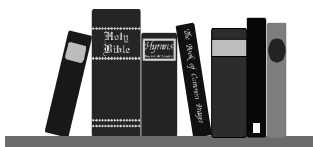
**NOTICE TO PUBLIC:** The Board of Education of the School District of Jefferson has designated the Superintendent as the legal custodian of the public records and property of the School District of Jefferson.

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

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

**TIME:** 8:00 a.m. – 4:30 p.m. (Monday through Thursday)  
8:00 a.m. – 4:00 p.m. (Friday)

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



## **HIPAA Regulations**

The school district is in compliance with regulations of the Health Insurance Portability and Accountability Act of 1996 otherwise known as HIPAA. This legislation requires schools to adopt privacy standards in order to protect health information. Thus, a valid authorization is required for any use or disclosure of personal health information that is not required or otherwise permitted without authorization by the privacy rules of HIPAA.

Any authorization you might be asked to sign must be written in plain English; must include an expiration date; must notify you of the right to revoke your authorization at any time in writing with a note of any applicable exceptions; must state the purpose for the request; must provide the names of persons or organizations who will receive, use or disclose any personal health information; must specifically identify the personal health information to be used or disclosed; must notify you of your right to refuse to sign the authorization without any negative consequence to you or a student; and must be signed and dated by an adult student or the minor student's parent, guardian, or personal representative.

The HIPAA privacy officer for the district is Don Nolan, Director of Special Education and Pupil Services. He can be reached at (920) 675-1062.

## **STUDENT SAFETY**

### **CHILD ABUSE**

## **Board Policy JHG Child Abuse/Neglect Reporting**

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

- a. School Nurse
- b. School Social Workers
- c. Teachers
- d. Administrators
- e. Guidance Counselors
- f. Physical Therapists
- g. Occupational Therapists
- h. Speech Therapists



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

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

District staff shall annually be made aware of this policy.

### **PEST MANAGEMENT**

## **Board Policy ECBA – Pest Management for Healthy Schools**

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

to a healthy school environment.

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

Procedures shall be developed that address:

- 1) measures to be taken to eliminate or reduce environmental conditions that attract and sustain pest populations (e.g., providing for proper sanitation and maintenance of school facilities);
- 2) responsibilities for monitoring, identifying and reporting pest problems;
- 3) guidelines for assessing the need for pest control and selecting the appropriate pest control methods, including any restrictions on the use of pesticides;
- 4) pesticide applicator requirements, including application of pesticides by a person trained and knowledgeable about pest control and pesticide use in accordance with label instructions, legal requirements, and procedures;
- 5) record keeping requirements, including access to such records;
- 6) provisions for proper storage and disposal of any pesticides or other materials or equipment used to control pests on school district property;
- 7) proper certification of support staff in the handling and application of pest management materials; and
- 8) methods for evaluating the effectiveness of the district's pest management program [See ECBA-E(1)].

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

## ***STUDENT MEDICATION(S)***

### **Policy JHCA – Administering Medication to Students**

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

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

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

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

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

#### **FOR PRESCRIPTION MEDICATION:**

1. A parent/guardian **and** the practitioner must fill out and sign a medication form. The written orders from the practitioner must include the **current** name of the medication, amount to be given, reason for taking the medication, time of day to be administered, and side effects of the medication.

2. If the medication is to be administered by school personnel, a pharmacy labeled container (most pharmacists will give you an extra one for school use by asking) with a small amount (1-2 weeks) of medication in it. The label must contain the name and telephone number of the pharmacy, student's name, name of practitioner, name of the drug and the dosage to be given. Parents/guardians should restock and provide safe delivery of medications to school. The school will keep these medications in a locked area in the school office.

#### **FOR NON-PRESCRIPTION MEDICATION:**

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

## ***COMMUNICATION DEVICES***

### **Policy JFCK – Student Use of Two-Way Communication Devices**

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

This policy shall be published in student handbooks and distributed annually.

## **CIVIL RIGHTS INFO**

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

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

### **Board Policy JB Equal Educational Opportunities**

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

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

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

The district shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion

from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

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

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

It shall be the responsibility of the High School Principal to examine existing policies and develop new policies where needed to ensure that the School District of Jefferson does not discriminate pursuant to state and federal law. The High School Principal is designated annually to receive complaints filed under this policy. He/she shall assure adoption of a complaint procedure to resolve complaints alleging violation of state and federal laws, assure that an evaluation of the district's compliance with state law is completed as required and submit the necessary forms as required by state law.

### Board Policy JBB – Equal Educational Opportunities Coordinator

The Board designates the Jefferson High School Principal as the district's Equal Educational Opportunities Coordinator. His/her responsibilities shall include, but shall not be limited to:

1. Receiving, reviewing and becoming familiar with various materials from the state and federal governments relative to nondiscrimination requirements.
2. Maintaining local district files of compliance documents.
3. Making recommendations to the Superintendent and Board of Education relative to the assurances made by the district's equal educational opportunities policies.
4. Causing to be posted, published, distributed, etc., the various notices of the district's

compliance with state and federal nondiscrimination laws.

5. Serving as a grievance hearing officer for individuals or groups who allege discrimination by the district under provisions of Titles VI and IX, Section 504, section 118.13 of the Wisconsin Statutes or the Americans with Disabilities Act.
6. Keeping records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:
  - a. The name of the grievant or complainant and his/her title or status.
  - b. The date the grievance was filed.
  - c. The specific allegation made and any corrective action requested by the grievant.
  - d. The name(s) of the respondents.
  - e. The levels of processing followed, and the resolution, date and decision-making authority at each level.
  - f. A summary of facts and evidence presented by each party involved.
  - g. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.



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

### Education of Homeless Children and Youth

The school district's designated liaison (Don Nolan/920-675-1062) for homeless children and youth is expected to ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services such as the schools and family shelters. Basically, homeless children and youth must have equal access to the same free, appropriate public education as provided to other children residing in the district and be provided with comparable services. Homeless children/youth cannot be required to attend a separate school or program for homeless children and must not be stigmatized by school personnel, required to make referrals under section 115.777(1)(a) of the state statutes (i.e., physicians, nurses, social workers, administrators of social service agencies) about the district's referral and evaluation procedures.

## CALL US

For questions regarding our schools and/or programs, please refer to the numbers listed below.

### TOPICS

Programs, grading, school functions, school attendance



### CONTACT

- East Elementary School ..... 675-1400  
*Connie Pellmann, Building Principal*
- West Elementary School ..... 675-1200  
*Larry Gierach, Building Principal*
- Sullivan Elementary School ..... 675-1500  
*John Orcutt, Building Principal*
- Jefferson Middle School ..... 675-1300  
*Mark Rollefson, Building Principal*
- Jefferson High School ..... 675-1100  
*Richard Lovett, Building Principal • Dennis Linse, Associate Principal*

<b>Board Meetings/Board Policy/School Boundaries/ Taxes/Facility Issues</b>	Michael Swartz, Superintendent ..... 675-1010
<b>Budgeting/Purchasing/Transportation</b>	Laura Peachey, Director of Business Services ..... 675-1044
<b>Curriculum Development</b>	Steve Landfried, Director of Curriculum & Instruction ..... 675-1052
<b>Special Education Services/Homebound/ Substance Abuse/Homeless Coordinator</b>	Don Nolan, Director of Special Education and Pupil Services ..... 675-1062
<b>School Closing Information/Special Events</b>	<b>News &amp; Information Service:</b> Dial any of the above listed school telephone numbers, listen to the prompts, and dial the number indicated for the News & Information Service.