**BYLAW AND POLICY CHANGES**

**BYLAWS:**

0100Remove – chief executive office – add – administrative head; remove – Superintendent – add – District Administrator; add – Legal Custodian of Records – The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to hose public records. Remove – As noted under District Administrator, locally some districts refer to the chief executive officer – add – Sometimes the administrative head; add – but has the authority of the District Administrator by law.

0121 Remove – of Education, hereafter sometimes referred to as the “Board”

141.5 Remove – Appointment by the Board to fill a vacancy shall be by a majority vote of the existing Board. Add – from the applicants who completed the process noted above. Remove – The term shall be until the next Spring Election, at which time the vacated position shall age be open.

144.3 Add – as defined in 19.42(7), Wis. Stats.

164.2 Add - unless for good cause such notice is impossible or impracticable, but in no case may the notice be less than two (2) hours in advance of the meeting. Add - provided appropriate notice is provided as defined under Chapter 19. Add – Legal References

167.6 Add – including; Remove – not using the District provided; Add – addresses not supplied by the District; Add - Board members are required to provide to the District Administrator and/or District Records Custodian, all e-mail communications, when sent on an e-mail other than the District provided e- mail address, using the procedure developed by the District Administrator without regard to whether the Board member believes the communication is subject to disclosure under the Public Records Act.

Prior to implementation of a procedure for collection of e-mail, all such communications of the Board members must be copied to the District Administrator and/or District Records Custodian.

Board member shall utilize e-mail communication only as described in Bylaw 0167.5.

Each Board member as an elected official is independently required by law to comply with public records requests for e-mail communications sent or received on the Board member’s personal e-mail account, which involves District business.

0167.7 Add - **Use of Personal Communication Devices**

When performing their duties as a Board member, regardless of whether they are using personally owned or Board-owned personal communication devices (PCDs), Board members use of PCDs shall be in accordance with the following policies:

1. Policy 7530.01 – Staff and School Officials Use of Personal Communication Devices
2. Policy 7540 – Staff Technology Acceptable Use and Safety

For purposes of this Bylaw, PCDs shall be defined as set for in Board Bylaw 0100 – Definitions.

0174.2 Add - **School Performance Report**

The Board will also publish an annual school and School District performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and School District performance report. By May 1st, the Board shall distribute copies of the report to those who have requested the report including students enrolled to charter schools located in the District, that have requested the report.

The School and School District Performance Report will be posted on the District’s website.

115.38, Wis. Stats.

**POLICIES:**

1213 & Student Supervision and Welfare – add – (Review policies – 7540, 7540.01, 3213 & 7540.06, and 7541) add – picture, meme, or other visual depiction,

4213

1241 NEW POLICY - NON-REEMPLOYMENT OF THE DISTRICT ADMINISTRATOR -The Board has an obligation to the students, parents, and residents of this District to employ the professional leadership the Board feels best suited to meet the educational needs of the students. The Board shall meet this obligation through recruitment, hiring, and supervision efforts designed to assure that the District Administrator is highly qualified and meeting performance standards while in the position.

If the District Administrator’s performance is found to be unsatisfactory by the Board, the District Administrator shall be notified in writing by the President. The District Administrator shall normally be given an opportunity to correct the condition.

If the Board intends to consider non-renewal of the District Administrator’s contract, it shall give the District Administrator written preliminary notice by registered mail at least five (5) months prior to the expiration of the contract.

If the District Administrator files a written request with the Board within seven (7) days after receiving such notice, the District Administrator has a right to a hearing prior to being given the notice of non-renewal of the contract. The District Administrator may request a public or private hearing and request that the Board provide its reasons for non-renewal except by a majority vote of the full Board.

At least four (4) months prior to the expiration of the contract of the District Administrator, the Board shall provide notice, in writing, of either renewal of the contract or refusal to renew such contract. No person may be employed or dismissed except by a majority vote of the full Board.

Non-renewal of the District Administrator’s contract shall be consistent with State law and with the provisions of the employment contract between the Board and the District Administrator.

By mutual agreement of the Board and District Administrator, the employment contract may be modified or terminated. Policy 3140 applies to administrators other than the District Administrator.

Legal References: 118.24(6) and (7) Wis. Stats.

1461 & Unrequested Leaves of Absence/Fitness of Duty – Remove – shall; Add – 3161& may; Remove – a health care provider designated by the Board; and

4161 compensated by the District; Add - pending further determination of ability to perform duties, including evaluation of any reasonable accommodations in the event of the existence of a disability; Remove - until proof of recovery, satisfactory to the District Administrator, is furnished.; Add - In the event the District Administrator is the administrator subject to this policy, the Board shall direct the appropriate actions pursuant to this policy.

1619.02 & PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH 3419.02 & PLANS – Add - The Board provides coverage to eligible employees under 4419.02 fully insured group health plans. The Board has established the following fully insured group health plans:

1. Medical Plan
2. Prescription Drug Plan
3. Dental Plan
4. Vision Plan
5. Employee Assistance Plan
6. Long-term Care Plan (not long-term disability)
7. Health Flexible Spending Accounts (FSA)
8. Limited Purpose Flexible Spending Accounts (LPFSA)

The Board acknowledges that these group health plans are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as amended by Title I of the Genetic Information Nondiscrimination Act (GINA). Fully insured group health plans generally are exempt from many of the requirements imposed upon self-funded group health plans. Add - The Security Official does not have the ability to assess or adjust the insurer’s policies related to the HIPAA Security Rule. Accordingly, unless otherwise determined by the Security Official, the group health plans shall utilize as administrative guidelines the insurer’s own policies addressing security measures for the group health plans’ electronic Protected Health Information.

The fully insured group health plans established by the Board shall:

1. Refrain from taking any retaliatory action against any individual from exercising any right under the plan, filing a complaint with Health and Human Services, participating in any proceeding under Part C of Title XI of the Social Security Act, or opposing any act or practice made unlawful by the Privacy Rule provided that the individual has a good faith belief that the practice opposed is unlawful.
2. Not impose a requirement that participants waive their rights under the Privacy Rule as a condition of the provision of payment, enrollment in a health plan, or eligibility of benefits.
3. If the plan document is amended in accordance with the Privacy Rule, the plan must retain a copy of the plan document as amended for sic (6) years from the date of its amendment or the date when it last was in effect, whichever is later.
4. Provide notification to affected individuals, the Secretary of the U.S. Department of Health and Human Services, and the media (when required), if the plan or one of its business associates discovers a breach of unsecured protected health information, in accordance with the requirements of HIPAA and its implementing regulations.

Fully insured group health plans established by the Board shall not create or receive protected health information, except for:

1. Summary health information. Summary health information is de-identified information that summarizes claims history, claims expenses, or type of claims experienced by health plan participants.
2. Information on whether an individual is participating in a group health plan or is enrolled in or has disenrolled from a health insurance issuer or HMO offered by the plan.
3. Information disclosed to the plan under a signed authorization that meets the requirements of the Privacy Rule.

Legal References:

20 U.S.C. 1232g

29 C.F.R. Part 1635

42 U.S.C. 1320d-2

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Health Insurance Portability and Accountability Act (HIPAA)

45 C.F.R. 160.102(a), 164.302, 164,308 (a)(2), 164.404, 164.406, 164.408

45 C.F.R. 164.502, 164.502(a), 164.530(g), 164.530(h), 164.530(j)

45 C.F.R. 164.530(k)

NEOLA 2020

1662 & Employee Anti-Harassment Add – Christina Peterson;

3362 & christinapeterson@hasd.org; Add – Additionally, if the complaint is regarding 4362 a CO, the complaint shall be reported to the District Administrator, who may, in consultation with the other CO, if any, assume the role of the CO for such complaint.

2210 Curriculum Development/Approval/Evaluation Process – Remove – Approval/Evaluation Process; Remove all wording and add new wording:

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the District Administrator.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

1. The courses of study, subjects, classes, and organized activities provided by the school;
2. All the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;
3. Learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
4. The plan for learning necessary to accomplish the educational goals of the District;
5. All the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of the District:

1. Provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
2. Ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom.
3. Be consistent with the District’s philosophy and goals and ensure the possibility of their achievement;
4. Be consistent with 118.30 Wis. Stats. by incorporating State-recommended performance standards for student as the basis for determining how well each student is achieving curriculum objectives;
5. Allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
6. Provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role-skills;
7. Utilizes a variety of learning resources to accomplish the educational goals;
8. Encourages students to utilize school counseling services in their academic and career planning;
9. In the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music;
10. In grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music;
11. In grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music;
12. Provides regular instruction in foreign language in grades 7 and 8;
13. In one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in Wis. Stats. 253.15(5);
14. Incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
15. Provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally0recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
16. Provides for multi-cultural education by including, at each level, courses or unites which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The District Administrator shall make progress reports to the Board periodically.

The District Administrator may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District’s educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs before it is initiated.

Unless the Board disapproves, the District Administrator may proceed to conduct the program. The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research and directs the District Administrator to pursue actively State and Federal aid in support of the District’s innovative activities.

Legal References:

118.01 Wis. Stats.

118.24 Wis. Stats.

NEOLA 2020

2260 Nondiscrimination and Access to Equal Education Opportunity – Add –

Christina Peterson / [christinapeterson@hasd.org](mailto:christinapeterson@hasd.org); Add – ‘s; Add – during the course of the investigatory process and/or; Add - In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO’s ability to conduct an investigation, the CO may, in consultation with the District Administrator or Board President, engage outside legal counsel to conduct the investigation consistent with this policy.

2261 Title I Services – Add – Education; Remove – School Improvement; Add – as amended.; Add – The District will periodically review and revise the plan, as necessary. Add – in Title I schools that qualify as schoolwide schools,; Add – schoolwide; Add - including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, and other appropriate school personnel; Add - Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1116 of the Act.; Add - **Supplement Not Supplant and;** Add **-** supplement, not supplant,; Remove - augment, not to replace,; Add - The District will document its compliance with the supplement not supplant provisions by using a written methodology that ensures State and local funds are allocated to each school on the same basis, regardless of whether a school receives Title I funding.; Remove - in accordance with Federal regulations,; Add - expended for language instruction educational programs and the excess costs of providing services to children with disabilities as determined by the District.; Remove - spent on compensatory education programs, bilingual education programs, and programs for educationally disabled students.; Add - of services; Add - that occur after the beginning of a school year.

2261.01 Parent and Family Engagement in Title I Programs – Removed all old wording. Add - **PARENT AND FAMILY PARTICIPATION IN TITLE I PROGRAMS**

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

Each year, the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board and distributed to parents and family members of children receiving Title I services. This proposed policy must establish the District’s expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

1. Involve parents and family members in the development of the School District’s Title 1 plans and any State-mandated comprehensive support and improvement plans;
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate with other Feder, State, and local laws and programs;
4. With meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
5. Identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
6. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
7. Strategies to support successful school and family interactions;

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

1. Design evidence-based strategies for more effective parental involvement; and;
2. Revise the parent and family member engagement policy, if necessary;

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

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

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

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

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

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

L. Communicate information concerning school performance profiles and their child’s individual performance to parents;

M. Assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;

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

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

P. Conduct other activities as appropriate to the Title 1 plan and State and Federal requirements.

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

1. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
2. Supporting programs that reach parents and family members at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
5. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

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

1. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents’ rights to be involved and the school’s obligations to develop a parent and family member engagement policy.
2. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
3. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, it appropriate.
4. Parents of participating students must be provided with:
5. Timely information about the Title I program and the school’s parent and family member engagement policy;
6. Description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
7. Regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents’ suggestions about their student’s education as soon as practicably possible.
8. If the written plan is not satisfactory to the parents or participating children, the school must submit any parents’ comments when it presents the plan to the District Administrator.
9. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State’s high standards. The compact must:
10. Describe the school’s responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
11. Describe the ways in which each parent is responsible for supporting their child’s learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
12. Address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child’s achievement and the compact; frequent progress reports to the parents on their child’s progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.
13. Parents of children receiving Title I services must be notified about their school’s parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
14. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

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

1. Assisting parents of children served under Title I in understanding such topics as the State’s academic standards, State and local academic assessments Title II, and how to monitor their child’s progress and how to work with educators to improve their child’s achievement;
2. Providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
3. Educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners and the school;
4. To the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
5. Providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
6. Providing such reasonable support for parent involvement activities as parents may request.

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

1. Involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
2. Provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
3. Pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
4. Train parents to enhance the involvement of other parents;
5. Arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. Adopt and implement model approaches to improving parental involvement in Title I programs;
7. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
8. Develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Legal References:

20 U.S.C. 6318

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

2416 & Student Privacy and Parental Access to Information – Student Records & 8330 Student Records – Add – written; Remove – registering your child; Add – being notified of a written request for directory data. Notice to parent and/or eligible student must include: who is making the request, what is being requested, and reason for request. If a parent and/or eligible student does not respond, no information will be released for that student. (Per each request)

2700.01 School Performance and Accountability Reports – Add – regarding the delivery of Title I services as described in Policy #2261.; Remove –

A. The number and percentage of schools identified for school improvement and how long they have been in that category

B. comparison of the achievement by the Districts’ students on the Statewide academic assessment to the achievement of students in the State as a whole

1. For each school, whether it has been identified for school improvement, and a comparison of school’s student achievement on the Statewide achievement assessments and other adequate yearly progress indicators to those students in the District and the State as a whole
2. Aggregated achievement information on State assessments in math, reading or language arts, and science
3. Achievement information for math, reading or language arts, and science disaggregated by race, ethnicity, disability, gender, migrant status, English proficiency, and status as economically disadvantaged, except in cases where numbers are too small to be statistically robust or where the results would reveal personally identifiable information about an individual student
4. The percentage of students not tested, disaggregated with the same conditions as in paragraph E above
5. Information that can be used to compare actual achievement levels with State objectives for each group
6. The most recent two (2) year trend data in achievement by subject area and grade level in areas where assessments are required
7. Aggregate information on State indicators used to determine adequate yearly progress in achieving State academic achievement indicators
8. Graduation rates for high school students
9. Information about the performance of the district making adequate yearly progress, including the number and names of schools identified for school improvement under “Consequences for Low-Performing Schools”, and
10. The professional qualifications of teachers and the percentage of such teachers teaching with permits or emergency licensure, both in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

This information must be disseminated annually, not later than the beginning of the school year, to all buildings and all parents, and made widely available through public means such as posting on the Internet and distribution to local media and public agencies. Distribution to parents should be in an understandable format and in a language the parents can understand. This report to parents may be included with the student report cards at the end of the year, if all students receive report cards.

3122.01& Drug-Free Workplace – Remove – of Education; Add - Each staff handbook 4122.01 will include a summary of the standards regarding unlawful possession, use or distribution of illicit drugs and alcohol by staff; furthermore, staff members shall be informed that compliance with this requirement is mandatory. The use of marijuana and/or products containing tetrahydrocannabinols (THC), other than products expressly excluded from the definition of a schedule drug (hemp-derived CBD oil, etc.), is still prohibited under Wisconsin las and Board policy. Use of such products even in states which have passed state laws permitting usage is still unlawful under Federal law and Wisconsin law and is not an exception to the drug-free workplace policy.; Add - Off Work Conduct - Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member’s personal time if the circumstances create a connection to or nexus with the staff member’s role with the District. Disciplinary action may result if a staff member’s conduct involves the depiction of the staff member engaging in use of alcohol or drugs on social media or other outlets in a fashion that tends to provoke public scrutiny, damage the staff member’s credibility, depict inappropriate involvement of minors, or in some fashion diminish the staff member’s ability to safely and effectively perform his/her duties. If the District administration becomes aware of such circumstances, it will investigate the matter even though the events occurred on one’s personal time and not on District property of at a District event.

3410.01 Compensation for Part-Time Staff – Remove – of Education; Remove – prorated so that they are; Remove – Equivalent; Add – appropriate; Add – positions’ duties and responsibilities and the; Remove – The District Administrator shall ensure that such arrangements are consistent with any terms of the collective bargaining agreement.

3440 & Job-Related Expense Reimbursement – Add – Please refer to the Guidelines 4440 for information on carpooling and airfare. Updated Guidelines - Airfare – In the event that airfare is needed to and from a conference, the Employee will make the arrangements and the District will cross-reference the dates of the conference to the dates of the flights. If a family member or members will be traveling along, the District will only pay for airfare to and from the conference for the employee and only for the length of time of the conference. Within 3 (three) to 4 (four) months prior to a conference, airfare should be booked. Any additional expense for a late booking or a longer stay after the conference, will need to be paid in full by the employee. Employee should notify the Administrator if a family member(s) will be traveling along prior to arrangements being made. (Please refer to Lodging also for cost.)

4410.01 Compensation for Part-Time Staff (Support Staff) – Remove – of Education; Remove – prorated so that they are; Add – appropriate; Remove – equivalent; Add – positions’ duties and responsibilities and the; Add – The District Administrator shall ensure that such arrangements are consistent with any applicable terms of the employee handbook.

5112 Entrance Age – Add – C. Families may use their discretion to enroll their five (5) year old in the HASD Four-Year-Old Kindergarten program for one (1) academic year prior to entering Five-Year-Old Kindergarten. Students who complete Four-Year-Old Kindergarten may not repeat the following school year.

5113 Open Enrollment – Add – Whether the Board has determined that there is; Remove – The availability; Add – for non-resident students.; Add – at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program.; Add - Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if not space limitations have been established.; Remove - Funding for the education of students with disabilities will be made to the non-resident school district by the Department of Public Instruction in accordance with State Law. Add – after complying with the requirements of PI 36.09(s).; Add – as long as the students are continuously enrolled in the District.; Add – 4K locations

5200 Attendance – Add – (phone or face-to-face) or written (including e-mail); Remove – of; Add – by

5330 Administration of Medication – Index – Remove – Stock Glucagon Administration Protocol; Add – CBD in title; Add - Students are prohibited from possessing, using, carrying or distributing in school or on school grounds drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain, or to relieve symptoms of an underlying medical condition (dietary supplements, CBD oil products, etc.) This provision to the policy is to be viewed together with the Board policy on Drug Prevention. Policy 5350.; Add - lawful hemp derived CBD products and alternative medications may only be stored in the health office. CBD products and; Remove – and Glucagon; Removed all wording and treatment for Glucagon Administration Protocol; Removed all wording for the Procedure for the administration of stock glucagon

5430 NEW – Class Rank – Laude System - The Laude system will be used at Hortonville High School as our recognition of graduates for both high academic standing and rigorous course selections. Class GPA shall be maintained starting with the first semester of ninth grade and continuing through first semester of 12th grade.  Only full-time students shall qualify for Laude status.  Semester grades shall be used to calculate grade point average (GPA) for Laude calculation and recognition.  Only courses completed during a student’s high school career will be used for official calculations.  Official Laude calculation will be completed after final semester are earned.

The Laude system at Hortonville High School will consist of three levels of recognition for academic grades earned and rigorous courses selected.  From most rigorous decreasing the levels are, Summa Cum Laude, Magna Cum Laude, and Cum Laude.  Class rank will be determined by the Laude calculation when needed for external purposes. Ex: scholarship requests.

Tie-breaking procedures use the following criteria for purposes of scholarship requirements, in order:

* The eligible students must show evidence of application to a participating Wisconsin institution by the beginning day of the eighth semester.
* If a tie still exists, highest Laude score at the end of seven (7) semesters.
* If a tie still exists, the student(s) with the highest composite ACT score available as of the beginning date of the semester will be the nominee(s).
* If a tie still exists, the greatest number of Advanced Placement classes taken and passed will be used to determine the nominee(s).
* If a tie still exists, the two students with the greatest number of credits earned through seven semesters will be the nominee(s).
* If a tie still exists, tied students will be ranked according to the most school recognized sports, clubs or organizations they actively participated in through seven semesters of high school (a unit of participation means involvement for a complete season of an activity).
* If a tie still exists, the Board of Education President or his/her designee draws a name(s).

Laude calculations and eligible courses will be updated and described annually in the student handbook for Hortonville High School.

Also added is graph showing rank calculations.

5451.01 Valedictorian / Salutatorian Nomination and Wisconsin Academic Excellence Scholarship – Add under title – (Graduation Classes – 2021/2022/2023)

5451.01 NEW – Wisconsin Academic Excellence Scholarship – (Beginning with Graduation Class 2024) - Wisconsin's Academic Excellence Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from the high school with the highest-grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

1. Be a resident of the United States or an alien lawfully admitted for permanent residence and a Wisconsin resident
2. Have achieved senior status and have been in attendance for their junior and senior year(s)
3. Must be selected based on the Grade Point Average (GPA) on the student’s official transcript as of the last day of the semester which ended just prior to February 25th. (for schools operating on a semester system)

The grade point average (GPA) computation will be in accord with Board Policy [5430](http://www.neola.com/mishicot-wi/search/policies/po5430.htm) - Class Rank – Laude System. In selecting the scholarship recipient(s) for the Academic Excellence Scholarship, grades for seven (7) semesters will be used to compute grade point averages.

Students enrolled under the Chapter 220 Program and full-time public school Open-Enrollment Program who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

The designation of a scholar will be awarded to the qualifying student(s) with the highest-grade point average.

Tie Breaking Procedure

In case of ties, the determining factors established by the School Board shall be applied. They will apply in order until the tie is broken.

Breaking procedures use the following criteria for purposes of scholarship requirements, in order:

* The eligible students must show evidence of application to a participating Wisconsin institution by the beginning day of the eighth semester.
* If a tie still exists, highest Laude score at the end of seven (7) semesters.
* If a tie still exists, the student(s) with the highest composite ACT score available as of the beginning date of the semester will be the nominee(s).
* If a tie still exists, the greatest number of Advanced Placement classes taken and passed will be used to determine the nominee(s).
* If a tie still exists, the two students with the greatest number of credits earned through seven semesters will be the nominee(s).
* If a tie still exists, tied students will be ranked according to the most school recognized sports, clubs or organizations they actively participated in through seven semesters of high school (a unit of participation means involvement for a complete season of an activity).
* If a tie still exists, the Board of Education President or his/her designee draws a name(s).

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

5517 Student Anti-Harassment – Add – (including transgender status, change of sex, or gender identity),; Remove – unlawful harassment; Add – (Protected Classes); Add – The Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (see Policy 5517.01 Bullying).; Add – (including transgender status, change of sex, or gender identity); Add – Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.; Add – based on one or more of the student’s Protected Class; Add - Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Add - In appropriate boundary invasions may include, but are not limited to the following:

1. Hugging, kissing, or other physical contacts with a student;
2. Telling sexual jokes to students;
3. Engaging in talk containing sexual innuendo or banter with students;
4. Talking about sexual topics that are not related to the curriculum;
5. Showing pornography to a student
6. Taking an undue interest in a student (i.e. having a “special friend” or a “special relationship”);
7. Initiating or extending contact with students beyond the school day for personal purposes;
8. Using e-mail, test messaging or websites to discuss personal topics or interests with students;
9. Giving students rides in the staff member’s personal vehicle or taking students on personal outings without administrative approval;
10. Invading a student’s privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. Going to a student’s home for non-educational purposes;
12. Inviting students to the staff member’s home without proper chaperones (i.e. another staff member or parent of a student);
13. Giving gifts or money to a student for no legitimate educational purpose;
14. Accepting gifts or money from a student for no legitimate educational purpose;
15. Being overly “touchy” with students;
16. Favoring certain students by inviting them to come to the classroom at non-class times;
17. Getting a student out of class to visit with the staff member;
18. Providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.) unless properly licensed and authorized to do so;
19. Talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. Being alone with a student behind closed doors without a legitimate educational purpose;
21. Telling a student “secrets” and having “secrets” with a student;

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal, or the District Administrator. Remove - Religious (Creed)/National Origin; Add - Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s religion or creed and when the conduct has the purpose or effect of interfering with the individual’s work performance; or of creating an intimidating, hospital, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person’s religious tradition, clothing, or surnames, and / or involves religious slurs.

Add - National Origin Harassment - Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s national origin and when the conduct has the purpose or effect of interfering with the individual’s work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person’s

national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.; Add - Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual’s educational performance; or of creating an intimidating, hostile, or offensive learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, of the like.

Add – Christina Peterson / [christinapeterson@hasd.org](mailto:christinapeterson@hasd.org)

Add - A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about “unwelcome” conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Thereafter, the COs must contact the student, if over age eighteen (18) or the student’s parents if under the age of eighteen (18), within two (2) business days to advise s/he/them of the Board’s intent to investigate the alleged misconduct, including the obligation of the compliance office to conduct an investigation following all the procedure outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filled with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduce such a process. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

Add - Investigation and Complain Procedure

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of her/her complaint through the procedures described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set for below.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known, and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

Add - If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 – Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student’s Protected Class, the investigator shall transfer the investigation to the appropriate building principal.

Add - Complaint Procedure - A student who believes s/he has been subjected to harassment hereinafter referred to as the “Complainant,” may file a complaint, either orally or in writing with a teacher, Principal, or other District employee at the student’s school, the CO, District Administrator, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known, and potential witnesses are available. If a Complainant informs a teacher, principal, or other District employee at the student’s school, the CO, District Administrator, or other District employee either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant and /or the alleged harasser or possibly a change of school for either or both of the parties. In making such a determination, the CO should consult the principal prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the “Respondent”, that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board’s anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

1. Interviews with the Complainant;
2. Interviews with the Respondent;
3. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; as determined by the CO;
4. Consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subject to harassment. The CO’s recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complain due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO’s ability to conduct an investigation, the CO may, in consultation with the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

Add - Additional School District Action - If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children’s Code (Sec. 48,981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO’s obligation and responsibility to continue to investigate a complaint of harassment. While the Cos may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Remove - A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

Add - Sanctions and Monitoring - The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Add – Reprisal - Submission of a good faith complaint or report of harassment will not affect the Complainant’s status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to any form of intimidation, reprisal, or harassment.

Add - Education and Training - In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community as such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office of Civil Rights.

A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

Add to title - Public Records, Student Records, and; Add - Legal References:

48.981. Wis. Stats.; P.I. 9, Wis. Admin. Code; P.I. 41 Wis. Admin. Code; Fourteenth Amendment, U.S. Constitution; 20 U.S.C. 145; 20 U.S.C. Section 1701 et seq., Equal Education Opportunities Act of 1974; 34 C.F.R. Sect. 300.600-300.662

5630 Corporal Punishment – Remove – of Education; Add – does not; Remove – cannot; Add - No official, employee, or agent of the Board may subject a student enrolled in the School District to corporal punishment, including resorting to physical force or violence to compel obedience. If all other means fail, officials, employees, or agents of the Board may always resort to the removal of the student from the classroom or school through suspension, expulsion, or other disciplinary intervention.

Remove - Professional staff should not find it necessary to resort to physical force to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or school through suspension, expulsion, or other disciplinary intervention.

Add - Officials, employees, or agents of the Board; Remove - Professional staff as well as support staff, within the scope of their employment,; Add – official, employee, or agent of the Board; Remove – staff member, full time, part time, or substitute

6605 Crowdfunding – Remove - “Crowdfunding” refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fundraise for a specific cause. Through the use of personal networking, social medical platforms, and other Internet based resources, funds are solicited or raised to support a specific campaign or project.

Add - For purposes of this policy, “crowdfunding” is defined as the solicitation of resources from individuals and/or organizations to support identified activities or projects that enhance the educational program, or a specific cause approved by the District. The solicitation is typically from a large number of individuals/organizations utilizing internet-based technologies.

Add - All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with Board policies and applicable State and Federal law, including FERPA and IDEIA.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become the property of the District of school. Cash or equivalent payment to District-personnel is prohibited. All fiscal transactions shall comply with appropriate Board polices.

All crowdfunding activities are subject to all applicable Board policies including, but not limited to Policy 5830 – Student Fundraising.

7440.01 Video Surveillance and Electronic Monitoring – Add – subject to; Add - Wherever the terms video surveillance or electronic monitoring are used, such reference includes both video and audio surveillance as possible technologies employed.; Add – which may include video footage, audio recording, or both.; Add - in order to assure its availability. Inquires after that time period may be available depending on current retention capabilities.; Remove -formal complaint is being investigated; Add - is separated and maintained for some reason by the District, any recording; Remove - Video surveillance/electronic monitoring recordings shall be retained, stored and destroyed, including storage logbooks, pursuant to the District’s Records Retention Schedule.; Remove - The District Administrator is directed to develop administrative guidelines to address the use of video surveillance/electronic monitoring equipment in school buildings, school buses and on property owned and/or operated by the Board.

7455 Accounting System for Fixed Assets – Add – the limit established pursuant to the Federal Grant Guidelines; Remove - $1,000

7510 Use of Facilities and Properties – Add – or open enroll your children

7540 Staff Technology Acceptable Use and Safety – Add - The Board utilizes software and/or hardware to monitor online activity of staff and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. “Harmful to minors” is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7) as any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

8310 Public Records – Add - The Board designates the District Administrator as the District Records Custodian (DRC), to be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District’s legal counsel to determine whether to deny access to a records request in whole or in part.

8390 Animals on School Property – Remove – of Education; Remove – including service animals.; Add - “Emotional Support Animal”: Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. The definition does not include psychiatric service animals who are properly trained and certified as a “service animal”. See 28 C.F.R. 36.104; Add - **Emotional Support Animals for Students**

An emotional support animal is not granted the same access to school buildings and classrooms as service animals. The District is not required to grant students’ requests that they be permitted to bring an emotional support animal to classes or on school grounds for any purpose. The District Administrator may grant a student use of an emotional support animal on a case-by-case basis if necessary and not disruptive to the environment or other students.

8800 Religious Beliefs, Customs, Ceremonies and Observances – Remove – Special Interest; Add – Non-School Affiliated; Add - Every school in the District shall offer the Pledge of Allegiance or the National Anthem each school day in grades 1 through 12. District staff conducting these activities shall protect the rights and privacy of a nonparticipating student. Add – Legal References - 118.06(2), Wis. Stats., 20 U.S.C. 4071 et seq., NEOLA 2020

9130 Public Requests, Suggestions, or Complaints – Remove – the; Add – District; Add – and students; Remove – inappropriate; Add – disclosure of confidential information and other violations of the staff or student’s rights.; Add – a process; Remove – guidelines; Add – This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy. Policy #3340 or Policy #4340.; Remove – and other meas.; Add – Only those items that are appropriate for consideration under this policy will be considered. The Board reserves the right to dismiss any item raised if it is not appropriate for consideration under this policy.; Removed the word – Professional; Removed – the; Add – his/her; Add - The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees. may, at is desecration,; Remove –shall; Add - an opportunity to address the Board at a properly noticed meeting; Remove – hearing; Add - or action taken, it any, prior to; Remove - no more than thirty (30) business days following; Add - The Board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.; Remove – may; Add – shall; Remove – guideline; Add – policy; Remove - **Guidelines for Matters Regarding a Support Staff Member -** In the case of a support staff member, the matter is to be directed, initially, to the person’s supervisor, and then in subsequently higher levels as prescribed in “Guidelines for Matters Regarding a Professional Staff Member”.