REQUIRED NOTICES
FOR THE 2018-2019 SCHOOL YEAR

Annually school districts must inform parents/guardians of certain rules, policies, procedures, and guidelines. This packet has been assembled to insure that all required notifications are in one place. Should you have any questions about any of the information, please contact one of the schools listed below or the District Office.

All school board policies referenced in these notifications can be located on the Burlington Area School District website at www.basd.k12.wi.us

Burlington High School
400 McCanna Parkway
Burlington, WI 53105
Phone (262) 763-0200

Karcher Middle School
225 Robert Street
Burlington, WI 53105
Phone 262) 763-0190

Dyer Intermediate School
201 S. Kendrick Avenue
Burlington, WI 53105
Phone (262) 763-0220

Cooper Elementary School
249 Conkey Street
Burlington, WI 53105
Phone (262) 763-0180

Lyons Center School
1622 Mill Street
Burlington, WI 53105
Phone (262) 763-5380

Waller Elementary School
195 Gardner Avenue
Burlington, WI 53105
Phone (262) 763-0185

Winkler Elementary School
34150 Fulton Street
Burlington, WI 53105
Phone (262) 539-2726

District Office
100 North Kane Street
Burlington, WI 53105
Phone (262) 763-0210
Dear Parents,

As required by state statute public schools are required to communicate annually to parents and guardians the following:

- the academic standards adopted by the school board for the school year
- the school’s accountability report (report card)
- a list of the educational options available
- the existence of the special needs voucher program

Academic Standards

Accountability Report Card
As part of the state accountability system, the Department of Public Instruction (DPI) has produced report cards for every school district and school in Wisconsin. These report cards provide data on multiple indicators. Accountability report cards are available for viewing at [https://dpi.wi.gov/accountability/report-cards](https://dpi.wi.gov/accountability/report-cards).

Educational Options
School districts are required to provide a list of the educational options available to children who reside in the pupil’s resident school district, including public school, private schools participating in a private school choice program, charter schools, virtual schools, full-time open enrollment, part-time open enrollment, Early College Credit, and options for pupils enrolled in home-based private educational programs. Please use the links below for more information regarding these options.

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Special Education Scholarship Program
A child with a disability has the ability to attend a participating private school of the child or the child’s parent’s choice, if that child has previously been rejected from attending school in a nonresident district under the open enrollment program. An eligible child may begin attending an eligible school at any time during the school year. For more information visit: [https://dpi.wi.gov/sms/special-needs-scholarship](https://dpi.wi.gov/sms/special-needs-scholarship)

If you have any questions regarding the content of this letter, please feel free to contact me at (262) 763-0210.

Connie Zinnen
Assistant Superintendent
Burlington Area School District
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504 ACCOMMODATIONS
The Burlington Area School District in accordance with Section 504 of the Rehabilitation Act does not discriminate against any person with handicapping conditions. Qualified individuals with handicapping conditions cannot be excluded from participation in school activities solely because of their handicap.
This includes, but is not limited to, instructional courses, vocational programs, or co-curricular activities.
For further information regarding 504 eligibility and accommodations, please contact your school counselor or Kathy Merlo, 504 Coordinator at District Office 763-0210.

ASBESTOS AND INDOOR ENVIRONMENTAL QUALITY MANAGEMENT
The Asbestos Hazard Emergency Response Act requires school districts to inspect their buildings for asbestos-containing building materials and develop, maintain, and update an asbestos management plan.
In the Appendix you will find the annual notification for this plan along with the required notice regarding the Indoor Environmental Quality Management Plan.

ATTENDANCE (BOARD POLICY 431)
School districts are required to provide students enrolled in district schools with a copy of the established school attendance policies. The policy states that the School Board shall determine the compulsory attendance period and length of the school day each school year as permitted by the Code of Wisconsin.

Children who are residents of this District and who are in sufficient physical and mental health must attend an approved school full-time, religious holidays exempted, until they reach the age of eighteen. In lieu of school attendance, qualified pupils may substitute such state approved programs as defined in 118.5 of state statute (as amended by Act 39 of the 1991-93 Biennial Budget). Any child’s parent or guardian, or the child if the parent or guardian is notified, may request, in writing to the building principal or designee, program or curriculum modifications as outlined in 118.15 of the state statute and outlined in School Board Policy 333. Requests for modifications should follow the procedures outlined in School Board Policy 333.

BILINGUAL-BICULTURAL EDUCATION
Burlington Area School District provides support to students whose primary language is not English.
Bilingual teachers, aides and materials provide support in the regular classroom. The Kindergarten through Grade 4 bilingual program is housed at Waller Elementary School.
Contact Victoria Libbey, Principal (763-0185) for further information.

BULLYING POLICY (BOARD POLICY 443.71)
School boards are required by section 118.46(2) of the state statute to distribute the district’s policy prohibiting student bullying to all students. Included in the Appendix of this document is the Bullying Policy and procedures for the reporting and handling of bullying in the schools.

CAREER AND TECHNICAL EDUCATION COURSES
A variety of career and technical education courses are offered in grades 7-12 in the Burlington Area School District. These courses offer opportunities for students to explore engineering, construction, architecture, and mechanics. These courses are available to all students and do not discriminate on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional, or learning disability/handicap. The admission criteria or pre-requisites for the career and technical education courses offered in grades 9-12 can be found in the Burlington High School Course Description Book, located on the district website: www.basd.k12.wi.us.

Inquiries or complaints regarding compliance with the nondiscrimination laws for career and technical education courses shall be referred to the District Complaint Officer, Connie Zinnen, Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI 53105, (262)763-0210.

DRUG FREE SCHOOLS – ALCOHOL/CHEMICAL/DRUG USE (BOARD POLICY 443.4)
The Burlington Area School District has a strong and long standing commitment to discourage and prevent the use of illegal drugs, chemicals, and alcohol among its student population. The School District recognizes that the problem of illegal
drugs, chemicals, and alcohol abuse presents a continuing challenge in its schools and a clear danger to the student population. The goal of the School Board is to help students with potential or real dependency problems by providing education and assistance to any student displaying signs of harmful involvement. The use, possession, transfer, or being under the influence of illegal drugs, chemicals or alcohol in or on school property or at school-sponsored events is prohibited. Accordingly, the School Board directs the district administration to implement a plan to combat and discourage the illegal use of drugs, chemicals, and alcohol while protecting the health, safety, and well being of all students (Board Policy 443.4).

EDUCATION OF HOMELESS CHILDREN AND YOUTH
Homeless children and youth must have equal access to a free, appropriate public education comparable to other children residing in the school district. Homeless children and youth cannot be required to attend a separate school or program for homeless children.

Included in this packet is information on the McKinney-Vento Act, which helps to define homelessness and the rights of those who are homeless. Please refer to the document included in this packet for additional information and contact information for our district homeless liaisons.

FOOD SERVICE PROGRAM (BOARD POLICY 760)
All Burlington Area School District schools provide a choice of healthy meals each day. All meals served must meet nutritional guidelines set by the U.S. Department of Agriculture. U.S. Department of Agriculture (USDA) regulations 7 CFR Part 15b require substitutions or modifications in school meals for children whose disabilities restrict their diets. School food authorities must provide modifications for children with disabilities on a case-by-case basis when requests are supported by a written statement from a state licensed medical practitioner. Medical forms are available in school health offices. Children who qualify under the U.S. Department of Agriculture guidelines may get meals free or for a reduced price. Applications are provided to families annually at the time of registration or can be obtained at any time throughout the year in the offices at each school building or at the District Office located at 100 North Kane Street, Burlington, WI 53105. Completed copies of the applications should be returned to the school office. Families may apply at any time during the school year.

FOOD SERVICE: SCHOOL UNPAID MEAL CHARGE GUIDELINES
All SFAs operating federal school meal programs are required by USDA Policy Memorandum SP 46-2016 to have a written and clearly communicated policy addressing unpaid meal charges by July 1, 2017. The Burlington Area School District guidelines are provided in the form section of this document.

GRIEVANCE AND COMPLAINT PROCEDURES (BOARD POLICY 112)
The Burlington Area School District is committed to the principle of nondiscrimination. In the event that an individual wishes to file a complaint regarding discrimination the following procedure must be followed. The district will follow due process standards and provide for the prompt and equitable resolution of complaints alleging any action prohibited by civil rights regulations.
1. The individual must complete the Burlington Area School District Discrimination Complaint Form. This form is included in this packet and also available on our district website.
2. The form must then be submitted to the Burlington Area School District, Attn: Connie Zinnen, Assistant Superintendent, 100 North Kane Street, Burlington, WI 53105.
3. The Assistant Superintendent will contact the individual for additional information.
4. The Assistant Superintendent will investigate the claim.
5. The Assistant Superintendent will respond within 10 days to the complainant.
6. If the complainant is unhappy with the findings and actions, they may appeal to the Superintendent.
7. The Superintendent will further investigate and respond within 10 days to the individual.
8. If the individual is unhappy with the findings and actions of the Superintendent, they may appeal to the School Board.

HARASSMENT AND SEXUAL HARASMENT (BOARD POLICIES 495 AND 411.1)
Harassment and sexual harassment will not be tolerated in the school district. This includes behavior between or by School Board members, administrators, teachers, support personnel, students, vendors and any others having business or contact with the school district. Persons violating these policies will be subject to discipline including, but not limited to,
reprimand, suspension, expulsion, termination, or other sanction determined appropriate by the School Board. Report any complaints regarding possible harassment to the building principal or school counselor. The Burlington Area School District complaint officer is the Assistant Superintendent and may be contacted at the District Office 763-0210.

HEALTH SERVICES
The Health Services Department provides services for illnesses and injuries that occur during the regular school day. A health aide is provided for each school, and she functions under the direction of a registered nurse. The health aide is trained in first aid, CPR, emergency care and blood pressure measurement, but is not a licensed nurse nor trained to diagnose illnesses or injuries.

Should your child need to receive any medication while in school, it must be administered through the health services department. Contact the school health office for a copy of the Medication Policy/Administration form. This form must accompany the medication to school, and the medication must be packaged in the original container or prescription bottle.

Please notify the school health office of any communicable disease your child may have. The school health aide will notify the health department and we will adhere to their guidelines regarding return to school. If you have any further questions or health concerns, please contact the health office at your child's school or Jessica Polcyn, RN, school district nurse at (262)763-0210.

HUMAN GROWTH AND DEVELOPMENT DISCLOSURE
The K-12 curriculum for the District Human Growth and Development Program is available at the District Office. Parents/guardians are notified of any specific curriculum for their child's grade level and their right to excuse their child from any portion of that curriculum. Requests should be addressed in writing to the building principal or school counselor.

MENINGOCOCCAL DISEASE AND TREATMENT
Included in this packet you will find a document with information about meningococcal disease.

PARENT NOTIFICATION
Under Every Student Succeeds Act, any parent or guardian may request and receive information in a timely manner regarding the professional qualifications (licensure) of the student’s classroom teachers including:

- Whether the teacher has met state license requirements and is certified to teach the grade or subject.
- Whether the teacher is teaching under an emergency or provisional status, through which the state licensing criteria has been waiver.
- The undergraduate degree major of the teacher and any graduate certification or degree(s) held by the teacher and the field of discipline of the certification or degree.
- The professional qualifications of any paraprofessional who assists in instruction of the student.

The school district shall provide parents timely notice, if a teacher who is not qualified has taught their child for four or more consecutive weeks. Parents will be provided with academic state assessment results upon district receipt of scores.

PROCEDURES FOR PARENT EXEMPTION OF STUDENTS FROM STATE REQUIRED TESTING
School Boards are required to annually notify parents/guardians of students enrolled in grades 3-11 that they may request the School Board to excuse their student from taking the state-required examinations. Requests should be made in writing to the building principal at least one week prior to the test administration.

SPECIAL EDUCATION
The Individuals with Disabilities Act, a federal law, and Chapter PI-11 of the Wisconsin Statutes mandates that all children with disabilities, ages 3 – 21, be provided a free, appropriate public education to meet their learning needs.

To determine whether a child is eligible for services, a referral process is started by the professional school staff, a parent, or an outside agency. The referral process involves an evaluation using formal testing and informal measures such as child observations, questionnaires, and parent interviews to determine the child’s learning needs. Parents and/or guardians are an integral part of the process, are invited to all meetings, and must provide written consent for the evaluation to occur.
There are eleven special education impairment areas including cognitive disabilities, specific learning disabilities, emotional-behavioral disabilities, other health impairment, orthopedic impairment, speech/language, autism, hearing, vision, significant developmental delay, and traumatic brain injury. Following the evaluation process an Individual Educational Plan (IEP) meeting is held to determine whether the child meets the federal/state criteria for one or more of the impairment areas.

If the criteria is met, the IEP team determines the child’s need for special education. If the child has met the criteria for an impairment area and is in need of special education, the parents/guardians must provide written consent for the placement in special education to occur. The Burlington Area School District provides a range of programming options in special education that are all individualized to meet each child’s specific learning needs.

If your child has significant learning needs, please contact the school counselor, the principal, or Kathy Merlo, Director of Special Education, at (262) 763-0210.

**STUDENT LOCKER SEARCHES (BOARD POLICY 446.1)**
The School Board retains the ownership of all lockers issued to students and the right to search those lockers at any time. Lockers are to be used exclusively for the storage of coats, boots, books, and school-related items.

**STUDENT NONDISCRIMINATION (BOARD POLICY 112)**
The Burlington Area School District, in accordance with Title IX of the Educational Amendments of 1972 and other Federal and State regulation has adopted Board Policy 112 regarding non-discrimination. This policy states that students will not be discriminated on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional, or learning disability/handicap.

Any inquiries or complaints alleging non-compliance with Title IX of the Educational Amendments of 1972 or other Federal and State civil rights or nondiscrimination regulations shall be referred to the district complaint officer, Connie Zinnen, Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI 53105, (262) 763-0210.

**STUDENT RECORDS (BOARD POLICY 347)**
The federal Family Educational Rights and Privacy Act (FERPA) requires school districts to provide annual notice of student and parent rights regarding student records. The Burlington Area School District maintains progress reports and behavioral records on students. All records are confidential with the exceptions outlined in school board policy 347. Upon review of student records a parent, guardian, or adult student may seek amendments to the student’s education records if they believe the record to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. The request for such amendments must be made in writing to the building principal or his or her designee and should follow the procedures outlined in board policy 333.

Complaints of violation of the Family Educational Rights and Privacy Act can be filed with the Family Policy and Regulations of the Department of Education.

The Burlington Area School District does not designate nor release student’s address or telephone number to any non-district entity except as required by federal law. The Request to Withhold Directory Data/Information form is contained within this packet and explains that exception.

**STUDENT RELIGIOUS ACCOMMODATIONS (BOARD POLICY 333)**
The Burlington Area School District provides for the reasonable accommodation of pupils sincerely held religious beliefs with regard to all examinations and other academic requirements.

Pupils, or the parent or guardian of minor pupils, should notify the building principal or his/her designee of any potential conflicts between classroom assignments, test/examination schedules and the sincerely held religious beliefs of students/families.
Every effort will be made to substitute alternative assignments and/or reschedule tests that conflict with sincerely held religious beliefs. Should any pupil or parent/guardian of a minor, believe that reasonable accommodations of sincerely held religious beliefs has not been made they may bring forward a complaint to the district complaint officer, Connie Zinnen, Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI, 53105, (262) 763-0210.

TALENTS STRENGTHS IDENTIFICATION AND DEVELOPMENT (TSID)

In grades K-12 students’ strengths are identified as they begin to emerge. Teacher referral, parent nomination, test scores, performance and observation all help to identify the strengths. Once a student has an identified strength in one or more of the following areas: leadership, visual or performing arts, creativity, general intellectual ability, or an academic area, then the student becomes part of a monitoring and support system. Sometimes working with the student in their area(s) of strength within the regular classroom helps to nurture the strength. Sometimes an individual plan is needed depending on the degree of the strength. For more information about the TSID Support System, please contact your child's teacher or the school counselor in your child's school.

TITLE I

Title I is a federally funded program designed to provide children with extra help in reading and the language arts. The federal government, through the State of Wisconsin Department of Public Instruction, provides funds to the local school district for operating the Title I Program. Not all schools are eligible for Title I. Not all students receive Title I services. Each school eligible for services determines the emphasis for their program. Please contact Connie Zinnen, Assistant Superintendent at District Office 763-0210 for more information.

USE OR POSSESSION OF ELECTRONIC COMMUNICATION DEVICES (BOARD POLICY 443.5)

Student use of an electronic communication device is generally prohibited during the school day, in school buildings and vehicles, and at all school-sponsored activities. However, the School Board recognizes the value to students maintaining communication with their parents/guardians and other appropriate persons for health, safety and educational purposes.

Therefore, use of electronic communication devises may be permitted only if use by the student is determined to be for a medical, school, educational, vocational or other legitimate use.

Such or use of an electronic communication device may not, in any way:

- Disrupt the educational process in the school district;
- Endanger the health or safety of the student or anyone else;
- Invade the rights of others at school; or
- Involve illegal or prohibited conduct of any kind.

If a question arises as to the compliance of a student with this policy, the determination of the administration shall be final regarding this issue. In arriving at this determination, the administration shall apply the standards that are stated in this policy in order to determine whether the use of the electronic communication device by the student in question violates the standards that are stated in this policy. Students who repeatedly violate this policy shall be subject to appropriate disciplinary measures, as are determined to be appropriate by the administration and/or School Board. A copy of this policy shall be provided annually to each pupil enrolled in the Burlington Area School District.

WELLNESS POLICY (BOARD POLICY 458)

School districts participating in federally subsidized child nutrition programs were required to establish local school wellness policies by the beginning of the 2006-2007 school year. The policy was formally adopted on January 14, 2008 and was recently reviewed and updated by the School Board on April 17, 2017.

YOUTH SUICIDE PREVENTION

Included in this packet you will find a document that includes important information and available resources for the prevention of suicide.
FIRST SECTION
PERTINENT FORMS AND MEMOS

- Asbestos and Indoor Environmental Quality Management Plan (Annual Notice)
- Attendance Brochures
- Education of Homeless Children and Youth (Annual Notice English and Spanish)
- Transition Education Program Homeless Parent/Guardian School Selection Form
- Voluntary Student/Family Residence Questionnaire
- Food Service: School Unpaid Meal Charge Guideline (Annual Notice English and Spanish)
- Grievance and Complaint Procedures (Discrimination Complaint Form)
- Meningococcal Disease (Annual Notice)
- Request to Withhold Directory Data Form
- Youth Suicide Prevention Resources (Annual Notice)

SECOND SECTION
PERTINENT SCHOOL BOARD POLICIES

- Attendance (School Board Policy 431)
- Bullying (School Board Policy 443.71)
- Drug Free Schools (School Board Policy 443.4)
- Food Service Program (School Board Policy 760)
- Grievance or Complaint Procedures- Non-discrimination (School Board Policy 112)
- Harassment (School Board Policy 495)
- Sexual Harassment (School Board Policy 411.1)
- Parent Rights and District Programs/Activities (School Board Policy 333)
- Student Records (School Board Policy 347)
- Student Locker Searches (School Board Policy 446.1)
- Use or Possession of Electronic Devices (School Board Policy 443.5)
Annual Notification Letter

Date: January 15, 2018

To: Staff, Students, and Parents

Subject: Annual Letter of Availability of Asbestos Management Plan

A State Certified Asbestos Inspector has inspected the Burlington Area School District for asbestos-containing building materials. A written management plan including the inspection report has been submitted to the State of Wisconsin Division of Health and reviewed for compliance with the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR Part 763 effective December 1987.

The management plan describing the locations and conditions of known and assumed asbestos-containing building materials is available at the school administrative office for anyone to review. Please contact our asbestos designated person, Daniel Bocock, at 262-763-0210 for assistance (or at dbocock@basd.k12.wi.us). If anyone requests a copy of the report, we will need the request in writing and a fee for the labor and duplication.

Planned response actions (removal of asbestos) have been performed in the past school year by Balestrieri Environmental.

The EPA required three-year re-inspection and 6 month periodic surveillances will be conducted by a State Certified Asbestos Inspector from AP Environmental, Inc.
The Legal Consequence of Educational Neglect

- Absences shall be classified as excused or unexcused:
  (a) Excused would include illness, field trip which is school sponsored, medical appointments, court appearances where not initiated through misconduct of the student, educational trips where work is made up in advance, and other circumstances where the building principal or designee may deem it a justified absence.
  (b) Excused will also include up to 10 days of absence per year which were requested in writing and in advance of the absence by the parent or guardian. (It is requested that the parental requests be submitted at least one week in advance when possible.)

- Unexcused absences are all those not covered above and will be considered a violation of the State of Wisconsin School Compulsory Attendance Statute 118.15.

- All absences must be verified in writing or through telephone contact by the parent or guardian.

- A child may not be pre-excused for more than 10 days in a school year.

- If a student misses part or all of the five or more days within a semester without an acceptable excuse, the student may be considered “habitually truant” and truancy proceedings may be started per state statute 118.156 (5).

- Students considered truant may also be referred to our police liaison or Human Services.

- Students are required to be present during the entire regularly school day to be considered full-time students.

Program Description for Students in grades K-12:

- Absences may result in contact by student’s teacher, mail, or administration.
- A school meeting may occur with teacher, counselor, and/or administrator.
- Habitual truancy may be filed after 5 unexcused absences.
- Excessive tardiness may be considered habitual truant.
- All notices will reflect the state law and administrative protocol

Tardy: Students arriving late are considered tardy. After 10 minutes, students may be considered absent for a portion of the day and must have the proper documentation to determine if the absence is excused or unexcused.

Early Out: Students leaving prior to 10 minutes before the end of the school day will be marked absent for part of the afternoon.

Truancy: Any unexcused absence for part or all of a day.

Habitual Truant: A student who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is scheduled during a school semester.

Excused Absences: Each student is allowed a maximum of ten (10) excused absences per school year. An administrator, when given proper documentation, may approve additional absences due to special circumstances.

Attendance & Truancy Parent Information

“A community of learners committed to continuous improvement through a culture of dialogue and reflection”

Regular and prompt attendance allows students the opportunity to be successful in school and is a lifelong trait for success in life. It is the responsibility of all of us to make sure that students understand the expectations and the importance of establishing strong attendance habits. Please discuss with your child the importance of coming to school with a positive attitude, being an active member of the school community, and attending school every day.
Success in School

The child supplies the power but the parents have to do the steering.
- Benjamin Spock

Tips for Parents

- Make it clear that education is important to you by showing interest in your child’s schoolwork and activities. Attending school regularly helps children feel better about school-and themselves.
- Know school policies about making up work when your child is absent.
- Support the school’s rules by telling your children you expect them to follow the rules.
- Keep an accurate calendar that shows school breaks. Plan family vacations when school is in recess.
- Make sure your child arrives to school on time. Being late 10 minutes a day may result in 30 hours of lost instruction time for the school year.
- Schedule appointments after school hours, whenever possible.
- Call the school when your child is absent. When possible, let school know in advance that your child will be out and gather homework to be completed.
- Sometimes serious family or medical issues can impact attendance. It is important to communicate with school personnel and work together to overcome obstacles to attendance.

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school
- Missing 10 percent (or about 18 days) can make it harder to learn to read
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

PROCEDURES TO FOLLOW IN CASE OF AN ABSENCE:

NOTIFY SCHOOL THAT MORNING OF THE ABSENCE OR SEND A NOTE INDICATING THE REASON OF THE ABSENCE WITH YOUR CHILD UPON HIS OR HER RETURN TO SCHOOL. PARENTS MAY CALL THE RECORDED SCHOOL ATTENDANCE LINE TO LEAVE A MESSAGE. FAILURE TO CONTACT THE SCHOOL WILL RESULT IN THE SCHOOL MAKING AN ATTEMPT TO CONTACT A PARENT/GUARDIAN AT HOME OR AT WORK REGARDING THE ABSENCE.

Wisconsin public schools share responsibility with parents/guardians to follow compulsory attendance laws, and to ensure schools are safe places to learn.
Las Consecuencias Legales de Negligencia Educativa

- Ausencias se clasifican como justificada o injustificada:
  (a) Justificada incluye enfermedades, salida de campo que es patrocinada por la escuela, citas médicas, presentación en la corte donde no fue iniciada por mala conducta del estudiante, viajes educacionales donde la tarea se hace por adelantado, y otras circunstancias donde el director del edificio o designado puede considerar ausencia justificada.
  (b) Justificada también va a incluir hasta 10 días de ausencias por año que fueron solicitadas por escrito y adelantado de la ausencia por los padres o custodios. (Se solicita que la solicitud de los padres se presente al menos una semana por adelantado cuando es posible.)

- Ausencias injustificadas son todos no mencionados arriba y se considerará una violación del estado del Wisconsin ley de asistencia escolar obligatoria 118.15.
- Todas las ausencias tiene que ser verificadas en escrito o por teléfono por el padre o custodio.
- Un niño no se puede ser considerado por más de 10 días en el año escolar.
- Si un estudiante pierde parte o todos los 5 o más días dentro de un semestre sin una excusa aceptable, el estudiante se considerará “habitualmente ausente” y procedimientos de absentismo escolar puede comenzar por ley estatal 118.156 (5).
- Los estudiantes considerados ausentes pueden ser referidos a nuestro enlace de la policía o Servicios Humanos.
- Los estudiantes requieren estar presentes durante el día entero para ser considerada una jornada estudiantil completa.

Descripción del Programa de Política de Asistencia para Estudiantes en Niveles K-12:

- Ausencias pueden resultar en contacto del maestro del alumno, por correo o por la administración.
- Una junta escolar puede ser con un maestro, consejero, y/o administrador.
- Ausencia Habitual se puede presentar después de 5 ausencias injustificadas.
- Tardanzas excesivas se pueden considerar como ausencias habituales.
- Todos los avisos reflejarán la ley del estado y el protocolo administrativo.

Tarde: Estudiantes que lleguen 10 minutos tarde serán considerados con tardanza. Después de 10 minutos, los estudiantes son considerados ausentes por parte del día y deben de tener la documentación adecuada a determinar si la ausencia es justificada o injustificada.

Salir Temprano: Estudiantes que salgan antes de 10 minutos al final del día serán marcados ausentes por parte de la tarde.

Absentismo Escolar: Cualquier ausencia injustificada por parte o por la totalidad del día.

Habitualmente Ausente: Un estudiante quien está ausente de la escuela sin excusa acceptable por parte o totalidad de 5 o más días en el horario del semestre de la escuela.

Ausencias Justificadas: A cada estudiante se le permite un máximo de diez (10) ausencias justificadas por año escolar. Un administrador, cuando recibe documentación adecuada, puede aprobar ausencias adicionales debido a circunstancias especiales.

“Una comunidad de estudiantes comprometidos a mejora continuamente a través de una cultura de diálogo y reflexión”

Información para los Padres de Asistencia y Absentismo Escolar

Asistencia regular y puntual permite a los estudiantes la oportunidad a tener éxito en la escuela y es un rasgo permanente para éxito en la vida. Es la responsabilidad de todos asegurar que los estudiantes entiendan las expectativas y la importancia del establecimiento de hábitos fuertes de asistencia. Por favor hable con su hijo de la importancia de asistir a la escuela con un actitud positiva, ser un miembro activo en la comunidad escolar, y asistir a la escuela todos los días.
Éxito en la Escuela

El niño proviene el poder pero los padres tienen que manejar.
-Benjamin Spock

Consejos para Los Padres

- Haga claro que la educación es importante para Usted al mostrar interés en la tarea y actividades de su hijo.
- Conocer la política de la escuela sobre la tarea en casa cuando se ausenta su hijo.
- Apoye las reglas de la escuela al decirle a sus hijos que usted espera que ellos sigan las reglas.
- Mantenga un calendario que muestra los días de vacaciones de la escuela. Planee vacaciones familiares cuando no hay clases.
- Asegúrese que su hijo llege a la escuela en punto. Al llegar tarde por 10 minutos diarios, puede resultar en 30 horas perdidas de enseñanza en el año escolar.
- Haga citas después del horario de la escuela, cuando sea posible.
- Llama a la escuela cuando su hijo este ausente. Cuando sea posible, avise a la escuela con anticipación que su hijo no asistirá y pida la tarea para que esta sea terminada.
- A veces asuntos familiares o medicos serios pueden afectar la asistencia. Es importante que se hable con el personal de la escuela y trabajar juntos para resolver los problemas de asistencia.

¿Sabías Qué?

- Empezando en Kindergarten, demasiadas ausencias pueden causar que los niños se atrasen en la escuela.
- Ausencia del 10% (o casi 18 días) puede hacer que sea más difícil el aprender a leer.
- Los estudiantes todavía pueden atrasarse si pierden solo uno o dos días cada semana.
- Llegar tarde a la escuela puede conducir a la falta de asistencia.
- Las ausencias pueden afectar a toda la clase si el maestro tiene que reducir la velocidad de aprendizaje para ayudar a los niños a ponerse al día.

¿Dónde pedir ayuda?

Recursos escolares...
- La Maestra de su Hijo
- Consejero Escolar
- Director
- Trabajador Social Escolar
- Enfermera Escolar
- Psicólogo Escolar

¿Cuándo las ausencias se convierten en un problema?

Ausencias Crónicas- 18 días o más
Señales de Advertencia-10 a 17 días
Buena Asistencia- 9 ausencias o menos

Trámites para seguir en caso de ausencia: Notificar a la escuela en la mañana de la ausencia o mandar una carta diciendo las razones por la ausencia cuando su hijo vuelva a la escuela.

Los padres pueden llamar al número de ausencia de la escuela y dejar un mensaje. Fallo a contactar a la escuela va a resultar en un atento de la escuela a contactar al padre o custodio, ya sea al trabajo o la casa, por medio de una llamada. telefónica.
ANNUAL NOTICE: HOMELESS CHILDREN and UNACCOMPANIED YOUTH

The McKinney-Vento Homeless Education Assistance Act requires school districts to identify a homeless liaison to assist students and families who are experiencing homelessness to ensure that homeless children and youth (twenty-one years of age and younger) have access to the same opportunities as non-homeless students so they can be successful in school.

The term “homeless children and youth” refers to individuals who lack a “fixed, regular, and adequate nighttime residence” and MAY include the following possible living situations:

- Children and youth sharing the housing of friends/family members (i.e. doubled up) due to loss of housing, eviction, economic hardship, or a similar reason and have no other place to live;
- Children and youth who are living in temporary or unstable housing;
- Children and youth who are staying in a shelter (i.e. family shelter, domestic violence shelter, youth shelter, emergency shelter);
- Children and youth who are living in motels/hotels, weekly rate housing, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Children and youth who are living in abandoned buildings, train stations, substandard housing, or spaces not designed for regular sleeping accommodations;
- Children and youth who are awaiting a permanent foster care placement;
- Children and youth who are temporarily staying with friends/family other than with their parents/guardians (unaccompanied youth);
- Children and youth who are unable to live with their parents due to conflict or for other reasons, such as being a runaway or kicked out (unaccompanied youth);
- Migratory children who qualify as homeless because they are living in similar circumstances listed above.

If you are personally aware of, or are acquainted with, any children who may qualify according to the above criteria, the Burlington Area School District provides the following assurances to parents of homeless children:

- Local school district staff members (liaisons) to assist homeless children/families:
  - Lori Radtke, School Social Worker for 4K – 4th grades, (262) 763-0180 ext. 2224 or lradtke@basd.k12.wi.us
  - John Kruse, School Social Worker for 5th – 12th grades, (262) 763-0200 ext. 1025 or jkruse@basd.k12.wi.us
- Immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- Waived school fees, along with waived field trip fees and extracurricular fees.
- Free breakfast and lunch.
- Assistance with obtaining necessary school supplies, hygiene items, and clothing materials.
- Referrals to other community resources, social service agencies, and programs that can assist homeless/transitional families with basic needs.
- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin (if eligible). “School of origin” is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth’s school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact either Lori Radtke (4K – 4th grades) or John Kruse (5th – 12th grades), homeless liaisons for the Burlington Area School District, for additional information about homeless-related issues. Lori Radtke can be reached at (262) 763-0180 ext. 2224 or lradtke@basd.k12.wi.us, while John Kruse can be reached at (262) 763-0200 ext. 1025 or jkruse@basd.k12.wi.us.

(09/20/16)
AVISO ANNUAL: Niños Sin Hogar y Jóvenes No Acompañados

McKinney-Vento Homeless Education Act es una ley de educación que requiere que distritos escolares identifiquen un enlace para familias sin hogar para asistir a estudiantes y familias que experimentan la falta de hogar para asegurar que los niños y jóvenes (veintiún años de la edad y más joven) tengan acceso a las mismas oportunidades que los estudiantes no sin hogar para que puedan ser exitosos en la escuela.

El término "niños sin hogar y juventud" se refiere a individuos que carecen de una "residencia nocturna fija, regular, y adecuada" y PUEDEN incluir las siguientes situaciones posibles de vida:

- Niños y jóvenes que comparte el alojamiento de amigos/miembros de familia debido a la pérdida de hogar, desahucio, dificultades económicas o una razón similar y no tienen otro lugar para vivir;
- Niños y jóvenes que viven en vivienda inestable;
- Niños y jóvenes que se quedan en un refugio (refugio de la familia, refugio de violencia doméstica, refugio juvenil, refugio de emergencia);
- Niños y jóvenes que viven en moteles/hoteles, alojamiento del precio semanal, o en parques de remolques debido a la falta de alojamientos adecuados;
- Niños y jóvenes que viven en edificios abandonados, estaciones de ferrocarril, alojamiento de calidad inferior o espacios no diseñados para durmiente;
- Niños y jóvenes que esperan una colocación del cuidado adoptivo permanente;
- Niños y jóvenes que se quedan temporalmente con amigos/familia además de con sus padres/tutores (juventud sola);
- **Niños y jóvenes que son incapaces de vivir con sus padres debidos de entrar en conflicto o por otros motivos, tal que como es un fugitivo o echadon (juventud sola);**
- **Niños migratorios que califican como sin hogar porque viven en las circunstancias descritas anteriormente.**

Si usted es personalmente consciente de o están familiarizados con niños que podrían calificar de acuerdo con los criterios anteriores, el Distrito Escolar de Burlington Area ofrece las siguientes garantías a los padres de los niños sin hogar:

- Miembros Locales del Personal del Distrito Escolar (enlaces) para ayudar a las familias/niños sin hogar:
  - Lori Radtke, Trabajadora Social Escolar para niveles K – 4th, (262) 763-0180 ext. 2224 o lradtke@basd.k12.wi.us
  - John Kruse, Trabajadora Social Escolar para niveles 5th – 12th, (262) 763-0200 ext. 1025 o jkruse@basd.k12.wi.us
- Habrá inscripción inmediata y participación en la escuela, aunque los registros educativos y médicos y prueba de residencia no están disponibles.
- No hay cuotas escolares, sin cargos por campos viajes, y sin cargos por actividades extracurriculares.
- Desayuno y almuerzo gratis.
- Ayuda con la obtención de títulos escolares necesarios, artículos de higiene y materiales de la ropa.
- Referencias a otros recursos de la comunidad, agencias de servicios sociales y programas que pueden ayudar a personas sin hogar transición familias con necesidades básicas.
- Todas las oportunidades educativas y las oportunidades relacionadas con los estudiantes sin hogar (prescolar a la edad de 21), incluidos los jóvenes no acompañados, serán las mismas que para la población estudiantil en general.
- Tiene los derechos de inscripción y transporte, incluyendo el transporte a la escuela de origen. “Escuela de origen” se define como la escuela donde el niño o joven asistió cuando permanentemente alojados o la última escuela en la que el niño o joven estaba inscrito.
- Explicación escrita de la colocación escolar de un niño o joven, que no sea la escuela de origen o de la escuela solicitada por el padre, con el derecho de apelación en el proceso de resolución de disputas locales.
- Oportunidades significativas para que los padres participen en la educación de sus hijos. Estos deben incluir: avisos especiales de eventos, conferencias de padres y maestros, boletines, y acceso a los archivos del estudiante.

Por favor póngase en contacto con Lori Radtke o Julie Taylor, enlaces para los niños sin hogar del Distrito Escolar de Burlington Area, para obtener más información sobre asuntos sin hogar. Lori Radtke puede ser alcanzado en (262) 763-0180 ext. 2224 lradtke@basd.k12.wi.us, mientras que John Kruse puede ser alcanzado en (262) 763-0200 ext. 1025 o jkruse@basd.k12.wi.us.
TRANSITION EDUCATION PROGRAM
Homeless Parent/Guardian
SCHOOL SELECTION FORM

Under the McKinney-Vento Homeless Assistance Act, parents/guardians who become homeless have the right to keep their child/children in the school where the child/children attended when permanently housed or recently enrolled.

Parents or guardians also have the right to enroll their child/children in any school as non-homeless students who live in the attendance area in which they are actually living attend.

Guidelines to consider in making a school placement decision in the best interest of the child include:

- keeping the same instruction
- quality of instruction
- a student’s need for a specific program or services offered
- age of child/children
- school placement of family members
- length of anticipated homelessness
- likely area of family’s future housing
- safety of the child

Based on the best interests of my child and the guidelines above, I want my child/children to attend the following school(s):

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Grade Level</th>
<th>School</th>
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<tr>
<td>__________________</td>
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Signed: ____________________________________  Date: ___________
Parent/Guardian

Signed: ____________________________________  Date: ___________
BASD Staff
Burlington Area School District
Voluntary Student/Family Residence Questionnaire

If you are not living in your own apartment or house due to economic hardship or loss of housing due to financial difficulties your child may qualify for services under the McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth). Your VOLUNTARY answers to the following questions can help determine the services your child may eligible to receive under this act.

Presently, are you and/or your family, living in any of the following situations? (check all that apply)
□ Staying in a shelter (family shelter, domestic violence shelter, youth shelter)  
   Shelter Name:__________________________
□ Sharing the residence (house or apartment) of a friend or relative due to economic hardship, loss of housing, or similar reason (this includes children and youth living doubled up with family or friends)?
□ Living in a car, park, campground, on the street, or other inadequate accommodation not designed as a place of residence because you have no other place to live?
□ Temporarily living in a motel or hotel or weekly rate housing due to eviction, economic hardship, or similar reason?
□ Being evicted from your home or apartment at this time?
□ Is the child waiting for a foster care placement (residing in temporary foster care until a permanent placement is found)?
□ Living in a temporary or unstable housing situation?
□ A migratory child who would qualify as homeless because he/she is living in circumstances described above?

If you are a student enrolling yourself (unaccompanied youth – youth not living in the physical custody of a parent/guardian), please answer the following questions (check all that apply)
□ Are you temporarily staying with friends or family other than your parents or guardians?
□ Are you unable to live with your parents/guardians due to conflicts, were kicked out, or for other reasons?
□ Are you staying in a shelter?

If you checked any of the above boxes, please complete the remainder of this form. If you have not checked any of the above boxes, it is not necessary to proceed any further.

If you have checked any of the above boxes, one of Burlington Area School District’s homeless liaisons may contact you in order to assist you in locating additional resources within the community, along with discussing your rights and possible school district assistance under the McKinney-Vento Homeless Education Act.

- Lori Radtke, School Social Worker – Cooper, Waller, Winkler, and Lyons Center Schools (262) 763-0180 ext. 2224
- Emily Slominski, School Social Worker – Dyer Intermediate, Karcher Middle School, BHS (262) 763-0200 ext. 1025

Name of Student ___________________________________________  
School ___________________________________________________

Grade__________  Date of Birth___________________________  Gender________________________

Check any that apply:
□ Special Education  □ Bilingual/ESL  □ Migrant

Parent/guardian______________________________________________

Current Address ____________________________________________  City ____________  Zip__________

Home Phone __________________  Cell Phone_____________________

Check one:
□ Student □ is living with parent(s)/guardian(s)  OR  □ is an unaccompanied youth (the student is not living with their parents at this time)

Family who the unaccompanied youth is living with __________________________  NAME______________  RELATIONSHIP______________

Names and ages of other children in the family:

School-age_________________________________________________

Pre-school children__________________________________________

Do you need assistance finding and/or enrolling your child in a preschool program?  □ Yes  □ No

My signature indicates that the above information is true and correct to the best of my knowledge. If the information is found to be inaccurate, decisions regarding enrollment and services provided under McKinney-Vento may be reconsidered.

Signature of Parent/guardian/unaccompanied youth __________________________  Date ________

(09/16)
SCHOOL UNPAID MEAL CHARGE GUIDELINES

1. The District offers an online system that a parent/guardian can use to monitor and manage each child’s school foodservice account, including making payments. The District strongly encourages school families to establish and regularly fund a prepaid school foodservice account for each student in the household. Parents/guardians are expected to maintain their child’s meal account with a positive balance.

2. Timely payments must be remitted to the Foodservice Department to avoid delinquent account balances. A negative balance in a foodservice account is a debt that is owed by the student’s parent/guardian to the District. Payments may be made online anytime through Family Access or by remitting check or cash during regular office hours at your child’s individual school building or the District Office. Students and adults may also choose to pay cash in the meal line.

3. Burlington Area School District encourages families to complete an Application for Free and Reduced Priced School Meals, if they believe they might qualify for assistance.

4. Negative balance notifications will be sent to families utilizing the following methods.
   a. Automated phone calls will be made weekly to individuals with a negative balance.
   b. Emails will be sent weekly to primary guardians who have an email address on file.
   c. Paper copies will be issued weekly to primary guardians who do not have an email address on file.

5. Middle school and high school students will be offered an alternative reimbursable meal if their account has a negative balance of the following amounts. The alternative meal will also be charged to the student’s account.
   a. Karcher Middle - $15
   b. BHS - $10

   Elementary and Dyer Intermediate students will continue to be offered a regular reimbursable meal if their account has a negative balance greater than $15.

6. If a student has money to purchase a reduced or paid meal at the time of the meal service, the child will be provided such meal.

7. A la carte items are not allowed to be charged until the account has a positive balance. If a student has money in hand to purchase a la carte items, payment for such items will be accepted.

8. The Superintendent or designee shall be expected to protect the taxpayers of the District by making every effort to collect all foodservice related charges due to the District. Should negative balances continue to increase, any of the following may occur.
   a. Reimbursable meals may be discontinued.
   b. A different alternative meal may be provided at a lower or no cost.
   c. Delinquent accounts may be sent to a collection agency.
   d. Any economic assistance accounts temporarily available to relieve delinquent debt or fund an individual’s account may be utilized.
   e. Student may not participate in graduation ceremony.
PAUTAS ESCOLARES PARA GASTOS DE LA COMIDA IMPAGADOS

1. El distrito ofrece un sistema en línea que un padre o tutor puede utilizar para supervisar y administrar la cuenta de servicio de alimentos de escuela de cada niño, incluyendo pagos. El distrito recomienda especialmente a las familias de la escuela para establecer y financiar regularmente una cuenta de servicio de comida escolares prepago para cada estudiante en el hogar. Los padres o tutores deben mantener cuenta de comida de su hijo con un saldo positivo.

2. Pagos oportunos deben remitir al Departamento de servicios de alimentación para evitar saldos morosos. Un saldo negativo en una cuenta de servicio de alimentos es una deuda que se debe por el padre/tutor del distrito. Los pagos podrán realizarse en línea en cualquier momento a través del Family Access o por envío de cheque o en efectivo durante las horas regulares de oficina con su hijo de cada edificio de la escuela o la oficina del distrito. Estudiantes y adultos también pueden optar por pagar en efectivo en la línea de comida.

3. Distrito Escolar de Burlington anima a las familias para completar una aplicación para recibir las comidas escolares gratis o reducido, si cree que podría calificar para asistencia.

4. Se envían notificaciones de saldo negativo a las familias utilizando los siguientes métodos:
   a. Llamadas telefónicas automatizadas se realizará semanalmente a personas con un saldo negativo.
   b. Mensajes de correo electrónico se enviará semanalmente a tutores primarias que tienen una dirección de correo electrónico en el archivo.
   c. Copias en papel serán publicadas semanalmente para tutores primarias que no tienen una dirección de correo electrónico en archivo.

5. Se ofrecerá a los estudiantes de la escuela intermedia y secundaria una comida reembolsable alternativa si su cuenta tiene un saldo negativo de las cantidades siguientes. La comida alternativa también se cargará a la cuenta del estudiante.
   d. Karcher Middle - $15
   e. BHS - $10
   Los estudiantes en las escuelas primarias y de la escuela Dyer seguirán siendo ofrecidos una comida reembolsable regular si su cuenta tiene un saldo negativo más que $15.

6. Si un estudiante tiene el dinero para comprar una comida reducida o pagada en el momento del servicio de la comida, proveerán al niño tal comida.

7. Los artículos complementarios (a la carte) no pueden ser cargados hasta que la cuenta tenga un saldo positivo. Si un estudiante tiene dinero en la mano para comprar los artículos a la carte, el pago para tales artículos será aceptado.

8. Se espera que el Superintendente o el designado se proteja a los contribuyentes del distrito haciendo todo lo posible para recoger todos los cargos relacionados con la alimentación debido al distrito. Si los saldos negativos continúan aumentando, puede ocurrir cualquiera de los siguientes.
   f. Las comidas reembolsables pueden ser discontinuadas
   g. Una comida alternativa diferente puede ser proporcionada en un inferior o sin costo.
   h. Las cuentas delincuentes pueden ser enviadas a una agencia de cobros.
   i. Cualquier cuenta de la asistencia económica temporalmente disponible para aliviar la deuda delincuente o financiar la cuenta de un individuo puede ser utilizada.
   j. El estudiante no puede participar en la ceremonia de graduación.
DISCRIMINATION COMPLAINT FORM

Name____________________________________________________
Address__________________________________________________________________________
City ______________________________ State _______ Zip ____________
Telephone _________________________ (home) ___________________________ (work)

Status of person filing complaint _____Student _____Employee _____Parent _____Other

Filing complaint alleging discrimination on the basis of ____________________________________________

Statement of complaint (include type of discrimination charged and the specific incident(s) in which it occurred)
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature of complainant______________________________________________________________

Date complaint filed______________________________________________________________

Signature of person receiving complaint_______________________________________________

Date complaint received __________________________

Submit form to:
Connie Zinnen, Assistant Superintendent
Discrimination Complaint Officer
and Title IX Complaint Officer
Burlington Area School District
100 North Kane Street
Burlington, WI  53105

(262)763-0210
(262)763-0215 FAX
1 Why get vaccinated?

Meningococcal disease is a serious illness caused by a type of bacteria called Neisseria meningitidis. It can lead to meningitis (infection of the lining of the brain and spinal cord) and infections of the blood. Meningococcal disease often occurs without warning—even among people who are otherwise healthy.

Meningococcal disease can spread from person to person through close contact (coughing or kissing) or lengthy contact, especially among people living in the same household.

There are at least 12 types of N. meningitidis, called “serogroups.” Serogroups A, B, C, W, and Y cause most meningococcal disease.

Anyone can get meningococcal disease but certain people are at increased risk, including:
- Infants younger than one year old
- Adolescents and young adults 16 through 23 years old
- People with certain medical conditions that affect the immune system
- Microbiologists who routinely work with isolates of N. meningitidis
- People at risk because of an outbreak in their community

Even when it is treated, meningococcal disease kills 10 to 15 infected people out of 100. And of those who survive, about 10 to 20 out of every 100 will suffer disabilities such as hearing loss, brain damage, kidney damage, amputations, nervous system problems, or severe scars from skin grafts.

Meningococcal ACWY vaccines can help prevent meningococcal disease caused by serogroups A, C, W, and Y. A different meningococcal vaccine is available to help protect against serogroup B.

2 Meningococcal ACWY Vaccines

There are two kinds of meningococcal vaccines licensed by the Food and Drug Administration (FDA) for protection against serogroups A, C, W, and Y: meningococcal conjugate vaccine (MenACWY) and meningococcal polysaccharide vaccine (MPSV4).

Two doses of MenACWY are routinely recommended for adolescents 11 through 18 years old: the first dose at 11 or 12 years old, with a booster dose at age 16.

Some adolescents, including those with HIV, should get additional doses. Ask your health care provider for more information.

In addition to routine vaccination for adolescents, MenACWY vaccine is also recommended for certain groups of people:
- People at risk because of a serogroup A, C, W, or Y meningococcal disease outbreak
- Anyone whose spleen is damaged or has been removed
- Anyone with a rare immune system condition called “persistent complement component deficiency”
- Anyone taking a drug called ecuclizumab (also called Soliris®)
- Microbiologists who routinely work with isolates of N. meningitidis
- Anyone traveling to, or living in, a part of the world where meningococcal disease is common, such as parts of Africa
- College freshmen living in dormitories
- U.S. military recruits

Children between 2 and 23 months old, and people with certain medical conditions need multiple doses for adequate protection. Ask your health care provider about the number and timing of doses, and the need for booster doses.

MenACWY is the preferred vaccine for people in these groups who are 2 months through 55 years old, have received MenACWY previously, or anticipate requiring multiple doses.

MPSV4 is recommended for adults older than 55 who anticipate requiring only a single dose (travelers, or during community outbreaks).
Some people should not get this vaccine

Tell the person who is giving you the vaccine:
- If you have any severe, life-threatening allergies.
If you have ever had a life-threatening allergic reaction after a previous dose of meningococcal ACWY vaccine, or if you have a severe allergy to any part of this vaccine, you should not get this vaccine. Your provider can tell you about the vaccine’s ingredients.
- If you are pregnant or breastfeeding.
There is not very much information about the potential risks of this vaccine for a pregnant woman or breastfeeding mother. It should be used during pregnancy only if clearly needed.
If you have a mild illness, such as a cold, you can probably get the vaccine today. If you are moderately or severely ill, you should probably wait until you recover. Your doctor can advise you.

Risks of a vaccine reaction

With any medicine, including vaccines, there is a chance of side effects. These are usually mild and go away on their own within a few days, but serious reactions are also possible.

As many as half of the people who get meningococcal ACWY vaccine have mild problems following vaccination, such as redness or soreness where the shot was given. If these problems occur, they usually last for 1 or 2 days. They are more common after MenACWY than after MPSV4.

A small percentage of people who receive the vaccine develop a mild fever.

Problems that could happen after any injected vaccine:
- People sometimes faint after a medical procedure, including vaccination. Sitting or lying down for about 15 minutes can help prevent fainting, and injuries caused by a fall. Tell your doctor if you feel dizzy, or have vision changes or ringing in the ears.
- Some people get severe pain in the shoulder and have difficulty moving the arm where a shot was given. This happens very rarely.
- Any medication can cause a severe allergic reaction. Such reactions from a vaccine are very rare, estimated at about 1 in a million doses, and would happen within a few minutes to a few hours after the vaccination.
As with any medicine, there’s a very remote chance a vaccine causing a serious injury or death.

What if there is a serious reaction?

What should I look for?
- Look for anything that concerns you, such as signs of a severe allergic reaction, very high fever, or unusual behavior.
Signs of a severe allergic reaction can include hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, and weakness—usually within a few minutes to a few hours after the vaccination.

What should I do?
- If you think it is a severe allergic reaction or other emergency that can’t wait, call 9-1-1 and get to the nearest hospital. Otherwise, call your doctor.
- Afterward, the reaction should be reported to the “Vaccine Adverse Event Reporting System” (VAERS). Your doctor should file this report, or you can do it yourself through the VAERS website at www.vaers.hhs.gov, or by calling 1-800-822-7967.
VAERS does not give medical advice.

The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines.

Persons who believe they may have been injured by a vaccine can learn about the program and about filing a claim by calling 1-800-338-2382 or visiting the VICP website at www.hrsa.gov/vaccinecompensation. There is a time limit to file a claim for compensation.

How can I learn more?
- Ask your health care provider. He or she can give you the vaccine package insert or suggest other sources of information.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
  - Call 1-800-232-4636 (1-800-CDC-INFO) or
  - Visit CDC’s website at www.cdc.gov/vaccines

Vaccine Information Statement
Meningococcal ACWY Vaccines

03/31/2016
42 U.S.C. § 300aa-26
REQUEST TO WITHHOLD DIRECTORY DATA/INFORMATION FORM

The Burlington Area School District has declared the following personally identifiable information contained in a student’s education records as “directory data/information” pursuant to the Family Educational Rights and Privacy Act and state statute 118.125: student’s name, major field of study, 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 attended by the student. Student addresses and phone numbers are not released except as noted in the next paragraph.

Please note that the district releases addresses and phone numbers of secondary students to military recruiters/colleges as required by federal law unless parents request us to not do so. Use this form for such requests. Return this form to your child’s school office if you do not wish to have information released.

As a parent/guardian you have a choice whether to have this information released. If you do not wish to have some/all of the information listed below released, please check the item and return this request to withhold directory data/information form to your child’s school.

INFORMATION I DO NOT WANT RELEASED (CHECK ALL THAT APPLY):

_____1. Student’s name (e.g. honor roll)
_____2. Major Field of Study (e.g. 3rd grade – elementary education at Waller School)
_____3. Dates of attendance
_____4. Participation in officially recognized activities and sports (for the press or yearbook)
_____5. Participation in officially recognized activities and sports (for websites)
_____6. Weights and heights of members of athletic teams (for sports programs)
_____7. Student’s photograph (this includes yearbooks and team photos)
_____8. Student’s photograph (this includes websites)
_____9. The most recent educational agency or institution attended by the student
_____10. Degrees and awards received (such as the graduation program)
_____11. Address and phone number to military recruiter
_____12. Address and phone number to higher education
_____13. Student’s video image (this includes websites and the BASD TV Channel).

Student Name _________________________________________________________ Grade ______

Parent/Guardian Name _____________________________________________

(Please Print)

Signature __________________________________________________ Date ________________

Parent/Guardian/Eligible Student
2018 Required Notice of Youth Suicide Prevention Resources

More youth suicide prevention resources are available at: http://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention

Youth Suicide Prevention Resources Are Available
To get updated information on suicide prevention, intervention, and postvention resources, visit DPI’s website. There are downloadable documents on suicide prevention requirements in state law, a fact sheet on youth suicide, and updated suicide prevention curriculum. It also includes a variety of resources for gatekeeper training for all staff and DPI’s updated one-day training flyer, description, and calendar. Other resources include strategies on suicide interventions, memorial suggestions, and other topics.

Know the Signs
Suicide doesn’t usually happen out of the blue—most often there are warning signs for others to see or hear. Get the FACTs and know the signs of suicidal thinking in your students, friends, and family members.

Feelings
- Hopelessness
- Rage, uncontrolled anger, seeking revenge
- Feeling trapped – like there’s no way out
- No sense of purpose in life

Actions
- Acting reckless or engaging in risky activities
- Withdrawing from friends, family, and society
- Increased alcohol or drug use
- Giving away prized possessions

Changes
- Decline in quality of school work
- Dramatic mood changes
- Anxiety, agitation, change of eating/sleeping habits

Threats
- Threatening/talking about hurting self

Suicide Is a Complex Problem
Multiple factors are involved when someone dies by suicide. Oversimplifying the reasons someone takes their own life is not helpful. For instance, saying bullying "caused" someone to end their life is not accurate. Not all bullying victims kill themselves. Research suggests many factors contribute to suicide. These include: biological factors, precipitating factors, and triggering events. Examples of biological factors include mental illness or losing a family member to suicide. Precipitating factors include poor grades, attending an unsafe school, victimization, or family rejection. Crisis/triggering events include experiencing a major loss, humiliation or bullying, and having access to lethal means. Suicide is a complex problem that is often misunderstood when oversimplified.

From: American Association of Suicidology (AAS) webinar January 2011.

Identifying mental illness or alcohol/other drug abuse problem is significant.
- The most common mental illness leading to suicide is depression. It is also the most treatable!
- In the 2017 YRBS, over one-in-four high school students experienced persistent sadness or hopelessness. About six percent of high school students attempted suicide. This shows that depression is somewhat common, but suicide is not.
- Binge drinking is highly correlated with suicide attempts. 90 percent of people who died by suicide had some form of mental illness and/or an alcohol/other drug abuse problem.

Reducing access to lethal means can be very worthwhile. (see www.meansmatter.com)
- Limiting access to the means for suicide provides the most significant reduction in suicide rates. Most often, youth who attempt suicide use a gun or drugs kept in the home.
- Do not allow youth to have unsupervised access to firearms and certain medications. Encourage safe/secure storage of all lethal means is a critical prevention strategy.

When youth are facing what they believe is a crisis and exhibit warning signs of suicide, be sure they are not left alone or sent home without supervision.
What can you do if you are concerned about a student?
Teachers and other school staff are well-positioned to observe student behavior and to ACT if there is a suspicion that a student may consider self-harm. Suicide is a permanent solution to a temporary problem; but for kids, their problems can seem endless at this stage. If we get them through the crisis, there is a 90 percent chance that they will never attempt suicide. ACT stands for Acknowledge, Care, and Tell.

**Acknowledge** feelings rather than minimizing them. Telling a student to "get over it" or "move on" is not a realistic outcome when dealing with a person with depression.
- "I'm sorry to hear about this. It sounds really hard."

**Show Care and Concern** for the student by taking the next step.
- "I'm worried about you. I don't want anything bad to happen to you or for you to be hurt."

**Tell** a member of your crisis team. They know how to work with students who have concerns like these.
- "Let's go talk with someone in the counseling office."

These steps (Acknowledge-Care-Tell) are central components of the "Signs of Suicide" program (SOS), an evidence-based schoolwide intervention program. SOS kits for middle school and high school are available through your local CESAs. The law mandates schools to educate students on suicide prevention; see the laws handout on the DPI website for further details on curriculum.

**Common Concerns**
**What if I make a mistake? Can I be sued?**
State law insulates all public and private school district employees and volunteers from civil liability for their acts and omissions when trying to intervene in a student's possible suicide. Lawmakers found it so important that adults take action when a student is suicidal that they protected those adults from any civil liability for their intervention efforts.

**Does asking about suicide cause a student to attempt it?**
No. This issue has been thoroughly studied. By asking a student about suicidal intent, you are offering to help them. Please do your best to reach out to students.

**Seeing Urgent Warning Signs? Here's What to Avoid**
All children and adolescents can experience moodiness and will take time to ask life's big questions. Since they lack the perspective of time, they can become overwhelmed. The best roles for teachers are to support students; and if you see the suicide warning signs, use ACT. Some of the statements below might make perfect sense for students who aren't suicidal; but when kids are in crisis, these things can make it worse.

Here are some actions and words to avoid when you see the urgent warning signs:

**Don't Shame**
- "You've got to get over this. It's not a big deal."
- "Why are you so worried? Move on!"
- "You're too sensitive. Grow up!"

**Don't Delay**
- When you see urgent warning signs, get help right away, don't wait.

**Don't Blame**
- "If you wanted a better grade, you would have worked harder."
- "You've got no one to blame but yourself."
- "Maybe you should change your attitude if you want friends."

**Don't Give Up**
- Suicide is NOT a destiny—when people make it through the suicidal crisis, they usually go on to live healthy, productive lives!

**Don't Do It Alone**
- Consult other pupil services staff or administration to help.
## SECOND SECTION
### PERTINENT SCHOOL BOARD POLICIES

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The School Board shall determine the compulsory attendance period and length of school day each school year as permitted by the Code of Wisconsin.

Children who are residents of this district and who are in sufficient physical and mental health must attend an approved school full time, religious holidays excepted, until they reach the age of eighteen. In lieu of local school attendance, qualified pupils may substitute such state approved programs as defined in 118.5 (as amended by Act 39 of the 1991-1993 Biennial Budget).

A student shall be classified full time while present in a school facility, school approved program, or being supervised by certified personnel during the time frame of a normal school day as defined by the School Board.

Date of Adoption: August 14, 1978
Amended: October 13, 1980
Amended: April 5, 1993
Reviewed: May 12, 2008

Legal Reference: Code of WI Section 119.5
Every child should be accounted for each day school is in session.

1. Take attendance regularly but especially the first and last periods and those immediately after lunch.

2. It shall be the responsibility of the building administrator to provide the technology and process for recording every student’s attendance.

3. Absences shall be classified as excused or unexcused:
   (a) Excused would include illness, field trip which is school sponsored, medical appointments, court appearances where not initiated through misconduct of the student, educational trips where work is made up in advance, and other circumstances where the building principal or his designee may deem it a justified absence.
   (b) Excused will also include up to 10 days of absence per year which were requested in writing and in advance of the absence by the parent or guardian. (It is requested the parental requests be submitted at least one week in advance when possible.)
   (c) Unexcused absences are all of those not covered above.

4. All absences must be verified in writing or through telephone contact by the parent or guardian.

5. Administrators have the responsibility to follow through on suspicious notes or phone calls.

6. All absences not documented by parent or guardian telephone calls must be verified by the building administrator or his designee by telephone as soon as possible but no later than 9:00 p.m. of the day of absence.

7. A reasonable effort will be made by the building administrator or his/her designee to verify any non-documented absence.

8. Unexcused absence may carry with them no credit or opportunity to make up daily work for credit. These assignments where no credit is given may be averaged into the term grade. Students may not be denied the right to make up quarter or semester or yearly exams.

9. Frequent or habitual offenders shall be dealt with in accordance with provisions of the law.

10. Unexcused absences shall be examined in conference with the parent, child and attendance official to determine a course of corrective action.

11. Where appropriate the student should be referred to the Guidance Office or school nurse.
The School District administrator or his/her designee shall enforce school district attendance policies as follows:

1. No later than the end of the second day after receiving a report of unexcused absence, contact the parent by personal service either mail or telephone of which a written record is kept. Such person shall be notified that the child is to return to school no later than the next day or a legal excuse is necessary.

2. In the event of further truancy, meet or attempt to meet with the child’s parents or guardian to discuss the child’s truancy.

3. Provide an opportunity for educational counseling to the child to determine whether a change in curriculum would resolve the child’s truancy; or have considered curriculum modification provided by the law.

4. Evaluate the child should truancies persist to determine whether learning problems may be the cause of the child’s truancy or if so, pursue proper placement.

5. Determine whether social problems may be the cause of the child’s truancy and if so, make appropriate referrals.

The District will not deny pupil credit in a course or subject solely because of a pupil’s unexcused absence or truancies. The Board does, however, authorize the administrator to establish rules or regulations to encourage full attendance including detention.

Parents or guardians failing to comply with the attendance statutes may be subject to statutory remedy unless they are able to prove they are unable to comply because of disobedience of the child at which point the action against the parents will be dismissed and the child shall be proceeded against under Chapter 48.
The Burlington Area School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, targets and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition
Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; color; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:
1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect/Relational Aggression (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Prohibition
Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. Educational environments include, but are not limited to, every activity under school supervision. The Superintendent will develop guidelines to implement this policy.

Date of Review:
July 26, 2010
August 9, 2010
Date of Adoption:
September 2010
**Procedure for Reporting/Retaliation**

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or school counselor.

Any other person, including a student who is either a target of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to a trusted school employee (teacher, aide, the school principal or counselor).

Reports of bullying may be made verbally or in writing and to the extent possible the identity of the person making the report will be shielded. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report. The following school district employees have been identified as the investigators:

**Burlington High School**
Eric Burling, Principal  
Eric Plitzuweit, Assistant Principal  
Joel Graham, Assistant Principal  
Jeremy Andersen, Assistant Principal  
Jennifer Reuchlen, Counselor  
Leah Jagodzinski, Counselor  
Karl Richter, Counselor  
Chris Bornhuetter, Counselor  

**Nettie E. Karcher Middle School**
Jill Oeislager, Principal  
Ryan Heft, Dean of Students  
Steve Berezowitz, Counselor  

**Cooper Elementary School**
Jacqueline Syens, Principal  
Jenny Holle, Counselor  

**Dyer Intermediate School**
Scott Schimmel, Principal  
Andrea Donegan, Counselor  
Becky Hoesly, Counselor  

**Lyons Center School**
Susan Mosher, Principal  
Jean Freund, Counselor  

**Waller Elementary School**
Victoria Libbey, Principal  
Melinda Hoffman, Counselor  

**Winkler Elementary School**
Sue Mosher, Principal  
Jean Freund, Counselor
There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

**Procedure for investigating reports of bullying**
The person assigned by the district to conduct an investigation of the bullying report shall, as soon as reasonable, but within no more than one school week, interview the person(s) who are the target(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. To the extent possible, the identity of the person reporting the bullying shall be shielded. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

**Sanctions and supports**
If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including but not limited to: detentions, counseling, suspension, expulsion and/or referral to law enforcement officials/human services staff for possible legal action as appropriate. Individual school discipline codes should be consulted for consequences. Pupil services staff will provide support for the identified target(s) including active follow up which shall be documented.

**Disclosure and Public Reporting**
The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.
The Burlington Area School District has a strong and long standing commitment to discourage and prevent the use of illegal drugs, chemicals, and alcohol among its student population. The School District recognizes that the problem of illegal drugs, chemicals, and alcohol abuse presents a continuing challenge in its schools and a clear danger to the student population.

The goal of the Board is to help students with potential or real dependency problems by providing education and assistance to any student displaying signs of harmful involvement. The use, possession, transfer or being under the influence of illegal drugs, chemicals or alcohol in or on school property or at school-sponsored events is prohibited. Accordingly, the Board directs the District Administration to implement a plan to combat and discourage the illegal use of drugs, chemicals, and alcohol while protecting the health, safety, and well being of all students.

Date of Adoption: August 8, 2005
Reviewed: May 12, 2008

Legal Reference: Code of WI Section 120.13
ADMINISTRATIVE REGULATION TITLE
STUDENT DRUG/ALCOHOL PROCEDURE

The purpose of the Burlington Area School District's Drug and Alcohol procedure is "to help students with potential or real dependency problems by providing education and assistance to any student displaying the signs of harmful involvement." Administrative procedure states that "the use, possession, transfer, or being under the influence of illegal drugs, chemicals or alcohol in or on school property or at school-sponsored events" is prohibited. "Under the influence of" is defined as having any amount of a prohibited substance in one's system.

The following fundamental statements apply to enforce this procedure:

1. All chemical-related violations of Administrative procedure by students will have a suspension as a consequence. Any suspension, will be at least three days in school or out of school, and will result in the student being restricted from attending or participating in all school-related activities during the time of the suspension.
2. Parents will be informed and made aware of any incident regarding the use or possession of alcohol or drugs involving their son or daughter.
3. Incidents of being under the influence, possession, or transfer of any chemical will be referred to police authorities.

TRANSFER AND/OR POSSESSION OF ALCOHOL/CHEMICALS AND/OR BEING UNDER THE INFLUENCE OF ALCOHOL/CHEMICALS

The following steps will be considered regarding a student who transfers or is in the possession of alcohol/chemicals and/or is under the influence of alcohol/chemicals.
1. Police notification.
2. Parent Notification
3. Automatic three-day suspension.
4. Pre-expulsion hearing (see procedures listed below).
5. Possible recommendation to the Board of Education for an expulsion hearing.

MULTIPLE OFFENSES

Students involved in multiple offenses involving alcohol/chemicals will be subject to the following consequences:
1. Police Notification
2. Parent Notification
3. Automatic minimum five-day suspension.
4. Loss of social privileges for ninety calendar days.
5. Pre-expulsion hearing
6. Possible expulsion recommendation to the Board of Education.
7. Possible other consequences in loss of privileges, community service, research activities/presentations, and/or other programs deemed appropriate by the building administrator.

CONFIDENTIALITY

No record of a student's participation in the Student Assistance Program will become part of the permanent record.

PRESCRIPTION MEDICATIONS

Prescription medications are exceptions to this procedure when used by the individual for whom they were prescribed, and in the manner and amount prescribed. Unless recommended differently by a physician, or state law, these medications must be kept with the health aide.

STUDENT ASSISTANCE PROGRAM

A Chemical Concerns Support Group will be available at the high school. The group will be facilitated by the Burlington High School Student Assistance Program Coordinator and is designed to educate and support the student participants in regards to their chemical/alcohol issue.
ASSESSMENT

It is recognized that a basic premise in helping students must be an assessment of the problem. Initial assessment may be conducted by trained school staff members or when it is determined by school officials that a more extensive, in-depth assessment is necessary, the student and his/her parents will be referred for the student to be assessed by a state licensed alcohol and other drug treatment provider.

The student shall be required to follow the treatment recommendations made in the assessment by the licensed assessment counselor. In the event the student does not follow through with his/her responsibility, appropriate steps will be taken by the building administrator, including possible suspension and/or an expulsion due to failure to meet the conditions of the expulsion order.

On the basis of the assessment the following courses of action may be recommended:

A. No reason for immediate concern: no chemical problem.  
B. Continued one-to-one involvement with the resource person or counselor.  
C. Continual involvement with the resource person and group experience.  
D. Referral for outside evaluation.  
E. Inpatient treatment (with intervention).  
F. Outpatient treatment (with intervention).  

Note: Alcohol and Other Drug Abuse (A.O.D.A.) assessments must be completed by a trained, licensed AODA therapist.

These recommendations shall be sent to the building principal of the school, and the student shall follow the recommendations of the treatment provider. The building principal and the Burlington Area School District shall be authorized by the student's parents/guardians to receive information about the recommendation made by the treatment provider and shall additionally be authorized to monitor the student's participation in the program and the student's observance of the treatment program mandates. Failure to follow the treatment program and its mandates is a violation of school rules, which can subject the student to Board discipline as provided above.

PRE-EXPULSION PROCEDURES

Purpose:

A pre-expulsion hearing will be held in every situation that could lead to an expulsion. The best interests of the student body, the staff, and the student who is the subject of the hearing will be the focus of this process. The administrative team, led by the superintendent or designee, will determine if the student should be brought forward to the Board of Education for an expulsion hearing, based on the determination of whether or not the student engaged in:

- Conduct that endangered the property, health or safety of others at school or under the supervision of a school authority, OR
- Repeated conduct at school or under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity.

Participants:

The hearing will include the superintendent/designee, building administrator(s), student, parents(s)/guardian(s)/student Advocate, AODA counselor if warranted, and the Police Liaison Officer if the police liaison officer was involved in an investigation of the student or incident(s).

Process:

1. The building administrator will contact the superintendent when a student has committed any expellable offense, based on established school district policies. The student will be suspended at that time and a pre-expulsion meeting will be scheduled.
2. The superintendent or designee will convene the meeting, begin the introductions. Notes will be taken at the meeting.
3. At the meeting, the building administrator will present information relative to the procedure violation, including the details of what occurred, statements that were taken, witnesses that provided corroboration, investigations conducted by the school administrators and/or school resource officer, etc.
4. After the administrative presentation the student and/or parent(s)/guardian(s) will present information relative to the procedure violation including the details of what occurred and any other statements that may provide further details of the procedure violation.
5. The Superintendent will ask the student the following questions:
   - Did you violate the procedure?  
   - Were you aware of the school’s rules and consequences for breaking these rules?  
   - Are the facts that were presented by the administration correct? Anything you want to add or change?  
   - Are there any statements that you or your parent/guardian would like to make regarding this situation and the reason for your being here today?  
   - Has the student violated this procedure or other school policies before? If yes, what were the consequences for the student?  
   - Are there other factors that should be considered in making a decision as to whether or not to recommend this student to the Board of Education for expulsion?
6. An open discussion will be held among the administration, student, and parents(s)/guardian(s). Effort will be made to establish consensus regarding the details of the event and the resulting consequences of the event.
Possible consequences, including placement in AODA programs, student assistance programs, anger management programs, counseling, etc.

7. The student, parent(s)/guardian(s) and Police Liaison Officer will be excused from the meeting while the superintendent and building level administrator determine the resolution (i.e.: expulsion hearing, alternative program placement, etc.)

8. The superintendent, and two administrators will share with the student and parent(s)/guardian(s) the outcome of the group’s decision.

9. If the administrative group determines the student should be brought forward to the Board of Education for expulsion, the student will be suspended pending the outcome of the expulsion hearing, the superintendent will schedule an expulsion hearing with the Board of Education, the building administrator will compile the necessary documentation for the expulsion hearing, and the building administrator will comply with state laws regarding notifications. If the student has an identified disability, a manifestation hearing must be held.

10. If the administrative group determines not to take the student forward for expulsion, the superintendent will send a letter to the student and parent(s)/guardian(s) confirming the decision of the group regarding consequences and notifying the student that failure to adhere to the consequences as outlined or repeated violation of school district procedure will lead to an expulsion hearing before the Board of Education.

11. A timely report of any hearings held under this procedure will be reported to the Board of Education in a manner which does not divulge personally identifiable information.

Procedures to be followed when it is alleged that a student is under the influence of an alcohol/chemical.

I. Student Admits
   A. Student drug/alcohol procedure applied.

II. Denies
   A. A building administrator and a minimum of one additional staff member will determine if reasonable suspicion exists that the student is under the influence of a chemical. A behavioral checklist will be used.
   B. If at this point the student admits use, he/she will be given the same options noted under number 1 above.
   C. If the student still denies:
      1. The student will be given a five-day suspension to be held in abeyance until the investigation is completed.
      2. The student will be given the option of urinalysis or breath alcohol test by a certified lab or law enforcement to prove innocence. Until the results are certified, the suspension will be held in abeyance.
      3. If the urinalysis or breath alcohol test is negative, there will be no penalty.
      4. If the urinalysis or breath alcohol test is positive, the student drug alcohol procedure will be applied.

SEARCH & SEIZURE PROCEDURE

To maintain order and discipline in the schools and to protect the health, safety, and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this procedure, the term “unauthorized” means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student’s failure to permit searches and seizures as provided in this procedure will be considered grounds for disciplinary action.

Student desks and lockers are the property of the school, and school officials reserve the right to search desks and lockers. Whenever possible, the administration will advise students in advance of the search. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. The student’s individual right to privacy and freedom from unreasonable search and seizure is balanced by the school’s responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials should be notified.

Personal Searches:
A student’s person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials or has violated or is about to violate the law or a school rule.

Authorized searches of the student’s person are:
1. the student’s pockets;
2. purses, briefcases, book bag, or any other object in the possession of the student;
3. removal of an article of exterior clothing such as a jacket.

Locker Searches:
Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

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Quarter 3

In addition, students must maintain a minimum grade point average of 1.67 quarterly in or academic and attendance requirements to maintain eligibility academic.

Burlington High School pursues the following goals for student athletes: 1. Accept the responsibility to become an effective, contributing member of society. 2. Perform as a positive role model on campus, and in the wider community. 3. Fulfill academic responsibilities while progressing to meet the requirements for graduation, and preparing oneself for life after high school. 4. Maintain eligibility for participation in every athletic contest or activity that students chose to participate in.

PHILOSOPHY

The Burlington High School athletic/activities program is built around the philosophy that a dynamic program of student activities is vital to the educational, social and emotional development of the student. And as such, participation in athletic activities is encouraged for all students. The Burlington athletic/activities program will provide a variety of experiences that will foster an environment of inclusion for all students and aid in the development of favorable habits and attitudes in students that will prepare them for adult life. In this regard, the Burlington athletic/activities program’s policies, procedures and coaching philosophies will help foster a climate of inclusion and the development of the student athlete first and foremost. The athletic/activities program will function as an integral part of the total curriculum. It will offer opportunities for all students to serve the school community, to assist in the development of fellowship and good will, to promote self-realization and all around growth, and to encourage the qualities of good citizenship.

Athletics/Activities play an important part in the life of a Burlington High School student as these student athletes will learn lessons in sportsmanship, responsibility, teamwork, cooperation, and winning or losing with dignity. Through participation in athletics/activities, a healthy self-concept as well as a healthy body can be developed. Athletics/Activities add to Burlington school spirit and help all students, spectators and participants develop pride in their school community. The athletic/activities program shall be conducted in accordance with existing Board of Education policies, rules and regulations. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community, and to the student-athletes themselves.

Burlington High School embraces the concepts of the student athlete and recognizes the importance of the individuality of each student. Burlington High School also recognizes the value of the conference structure, and the benefits or membership in a local, state, or national association.

Burlington High School pursues the following goals for student athletes:

1. Accept the responsibility to become an effective, contributing member of society.
2. Perform as a positive role model on campus, and in the wider community.
3. Fulfill academic responsibilities while progressing to meet the requirements for graduation, and preparing oneself for life after high school.
4. Maintain eligibility for participation in every athletic contest or activity that students chose to participate in.

ACADEMIC AND ATTENDANCE REQUIREMENTS TO MAINTAIN ELIGIBILITY ACADEMIC

In order to be academically eligible for extra-curricular activities, a student must be a fulltime student as defined as follows:

- Students must take 3 credits per semester

In addition, students must maintain a minimum grade point average of 1.67 quarterly (Quarter 1 – Nov. 4, Quarter 2 – Jan. 23, Quarter 3 – Apr. 4, Quarter 4 – June 9), have received no more than one failing grade (including incompletes), and have no
unresolved/unexcused or truant absences for the school year. Burlington High School must be responsible for 100% of school programming to be considered a full-time student. Parents/guardians will be notified of ineligibility by one of the school administrators as soon as the student becomes ineligible.

Grades to determine eligibility will be based on quarter grades (grading periods).

- Eligibility for summer and fall sports will be based on grades earned in the fourth (4th) quarter of the previous spring marking period.
- Summer School grades will be considered part of the 4th quarter and 2nd semester grades if a student attends Summer School in an attempt to regain academic eligibility.
- Grades will be reviewed at the end of the appropriate period.

Academic ineligibility will be for 20 consecutively scheduled school days; however, a student who is ineligible may not return to competition until the school day following the completion of the ineligibility period. Academic ineligibility will go into effect on dates predetermined by the current school year calendar. Ineligibility is defined as not being allowed to participate in games/meets. Students will be allowed to attend and participate in practice unless otherwise specifically stated.

A student may be reinstated after 20 school days when the student secures written proof to show evidence that the student is meeting the criteria described above. Written proof is a completed “Academic Goal Progress Report Form.” The “Academic Goal Progress Report Form” is available in the Activities Office. The athlete must secure written verification from all teachers and submit the form to the Activities Director one school day before reinstatement can occur. Mid-quarter grades will be used only for determining whether a student can regain eligibility, but not to declare a student ineligible. If a student does NOT regain eligibility after the 20-day period of time, s/he will, additionally, not be allowed to PRACTICE for the remainder of the term during which ineligibility occurs.

A student regains eligibility immediately if incompletes are made up within ten (10) school days after the eligibility date. The Activities Director must be able to determine through information gathered from the teacher that all work has been appropriately completed. If ineligibility is due only to the incomplete grade, the student will regain eligibility as soon as the Activities Director can verify the grade.

A student may erase ineligibility status following the last grade-reporting period of the school year through summer school courses provided the school gives credit toward graduation requirements for such courses and counts them in rank-in-class standings. The student must successfully complete not less than the same number of courses that caused the ineligibility.

**ACTIVITIES CODE VIOLATIONS – CATEGORY I**

**First Violation**

Students violating the Activities Code will be declared ineligible for a period of 50% of the games played in a regular season. Any games or events within the WIAA State Tournament series will not be counted with regular season games/events to determine the length of the eligibility period.

**Second Violation**

Students violating the Activities Code for a second time will be declared ineligible for the total number of games of the current season. If the student is not playing a sport at the time of violation, the next season in which the student plays will be used to determine the length of the suspension. Ineligibility carries over to the next season if a student is not able to serve the entire suspension within the current season. Any games or events within the WIAA State Tournament series will not be counted with regular season games/events to determine the length of the eligibility period.

**Third Violation**

Students violating the Activities Code for a third time will be declared ineligible for the remainder of their high school career.

**ACTIVITIES CODE VIOLATIONS – CATEGORY IIA**

**First Violation**

Students violating the Activities Code will be declared ineligible for a period of 50% of the scheduled performances of the activity. No exceptions will be made for students in leading roles.

**Second Violation**

Students violating the Activities Code for a second time will be suspended from ALL performances. No exceptions will be made for students in leading roles.

**Third Violation**

Students violating the Activities Code for a third time will be declared ineligible for the remainder of their high school career.

**ACTIVITIES CODE VIOLATIONS – CATEGORY IIB**

**First Violation**

Students violating the Activities Code will be declared ineligible for a period of 45 school days.

**Second Violation**

Students violating the Activities Code will be declared ineligible for a period of 90 school days.

**Third Violation**

Students violating the Activities Code for a third time will be declared ineligible for the remainder of their high school career.
ACTIVITIES CODE VIOLATIONS – CATEGORY IIC

First Violation
Students violating the Activities Code will be declared ineligible for a period of 45

Second Violation
Students violating the Activities Code will be declared ineligible for a period of 90 school days.

Third Violation
Students violating the Activities Code for a third time will be declared ineligible for the remainder of their high school career.

ACTIVITIES CODE VIOLATIONS – ADDITIONAL PENALTIES FOR VIOLATIONS INVOLVING ALCOHOL, TOBACCO, CONTROLLED SUBSTANCES, AND PERFORMANCE-ENHANCING DRUGS

In addition to the penalties as described above, any student who violates any portion of the Activities Code dealing with alcohol, tobacco, controlled substances, or performance-enhancing drugs will also be subject to the following requirements:

First Violation
The student must meet with the Student Assistance Program (SAP) for an interview and will be required to successfully complete a prescribed school-sponsored program prior to regaining eligibility.

OR
At the parent/guardians’ cost, the student may choose to contact an approved, licensed non-school AODA counseling agency for an assessment, and must attend and finish any prescribed program prior to regaining eligibility. Successful completion must be documented with a letter from the agency to the Activities Director.

Second Violation
The student and his/her parents/guardians must meet with a representative of the school administration and the AODA Coordinator to establish the procedures by which the student will complete the steps listed below at the parent/guardians’ cost:

a. Complete an AODA assessment at an approved, licensed non-school AODA agency.
b. Cooperatively participate in the recommended program.
c. Successfully complete the treatment program.
d. Agree to a behavioral contract between the student, school administration, and a representative of the AODA agency as a condition of regaining athletic eligibility.

Athletic Code Third Violations Leading to Permanent Suspension
A student who has been declared ineligible for the remainder of his/her high school career as a result of a third violation in any category may appeal to the Activities Council for probationary eligibility after a suspension period of one hundred (100) school days if the following conditions are met:

a. Submits to at least three random drug and alcohol screenings no less than twenty (20) days apart at the expense of the parents/guardians and written results are shared with the Activities Director if the violation was related to alcohol, tobacco, controlled substances or performance-enhancing drugs.
b. Maintains academic eligibility throughout the ineligibility period;
c. Maintains an attendance record free of truancies or unexcused/unresolved absences.
d. Maintains a behavioral record without disciplinary suspensions during the ineligibility period.

If, after a suspension period of one hundred (100) school days, all of the conditions in items a. through d. above have been successfully completed, the parents/guardians of the student may submit a written request for probationary eligibility for a period of one hundred (100) school days, with all necessary documentation attached, to the Activities Director. The Activities Director will then review all of the documentation presented to determine if the necessary conditions have been satisfactorily met, and, if so, will institute a probationary eligibility period for the remainder of the student’s high school career with the following provisions. The student must:

a. Attend all scheduled practices/games/events and receive prior approval from the Activities Director if a legitimate absence is necessary;
b. Remain academically eligible;
c. Remain free of unexcused/unresolved absences and truancies;
d. Remain in good standing with no further Activities Code violations.

If the student, while on probationary eligibility, violates one of the above provisions, s/he will be declared immediately ineligible for the remainder of his/her high school career with no chance for appeal or subsequent requests for probationary eligibility.

APPEALS PROCESS

Decisions regarding disciplinary action taken against any student by the Activities Director for a breach of the Activities Code may be appealed by a parent/guardian to the Activities Council. The Activities Council is comprised of the assistant high school principal, one (1) out-of-season head or assistant coach/advisor, and one (1) non-coach/advisor teacher from the high school. The following procedures must be used for the appeal:

If the parents/guardians or the student believe that an alleged offense did not occur, that there are extenuating circumstances regarding the violation, or that the sanction imposed by school authorities is unjust, the parents/guardians may appeal in writing to the Building Principal, within five (5) calendar days of the receipt of the suspension letter from school authorities.
The letter of appeal must detail all of the facts pertaining to the incident, a list of witnesses, signed witness statements, an explanation of any extenuating circumstances surrounding the violation, and the specific remedy requested through the appeal. The student will remain ineligible throughout the entire appeal process.

Within three (3) calendar days of receipt of the hearing request, the Principal will contact the parents/guardians to establish a hearing date for the appeal to be held within ten (10) calendar days of the receipt of the written appeal.

In addition to the Activities Council, the following individuals shall be present at the hearing: the student, his/her parent(s)/guardian(s), legal or other representative (if the appellant so desires), and the Activities Director. No other individuals will be present at the hearing, and all matters discussed at the hearing will remain confidential.

During the hearing, the student and his/her parent(s)/guardian(s) will have an opportunity to speak and to present any evidence on his/her behalf. Witnesses may be called, but they must remain outside the Hearing Room until they are called and must leave immediately upon giving testimony. The Activities Director will present pertinent verbal and written statements gathered as a result of his/her investigation leading to the suspension, and may also present witnesses, if necessary.

Upon conclusion of the hearing, the Activities Council will go into closed session to deliberate regarding whether to sustain, reverse, or decrease the length of the suspension. All votes of the Council will be taken as confidential, written votes, and will not be disclosed to the appealing parties. The Activities Council will render their decision in writing to the appealing parties, but the Chair of the Council may also verbally relay the results to the appealing parties after the conclusion of the closed session at the request of the Appellants.

If the parents/guardians feel that the appeal process has not been followed, a request for a review of the process may be made to the District Superintendent. However, the Superintendent will not review the facts or merits of the decision. A review of the process must be requested in writing within seven (7) calendar days of the date on which the Council decision was rendered, and must identify the specific actions or failures to act that are the basis for the appeal.

The Superintendent will review the process and render a decision in writing within seven (7) calendar days. The decision of the Superintendent is final.

Date of Adoption: August 14, 1989
Date of Implementation: Effective Immediately
Amended:
October 14, 1991
Adopted:
February 10, 1997
Revised:
January 13, 1997
Revised:
August 10, 1998
Revised:
August 2005
Adopted:
August 8, 2005
Revised:
September 23, 2005
Revised:
October 24, 2005
Reviewed:
May 12, 2008

Legal Reference: Code of WI
Section 120.13
The purpose of the School Food Service Program shall be to provide nutritional, balanced meals to the students of the school district on a not-profit basis and to utilize the program as an instrument for the teaching of nutrition education.

Date of Adoption: June 14, 1976
Reviewed: February, 1990
October 20, 2008

Legal Reference: Code of WI Section 120.16 (16)
The Burlington Area School District, in accordance with Title IX of the Educational Amendments of 1972 and other Federal and State regulations, hereby declares that it is committed to the principle of equal education and employment opportunity.

STUDENT:

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. Such discriminatory acts include, but are not necessarily limited to:

1. The denial of admission to any public school;
2. The denial of participation in, access to, or the benefits of any curricular, extracurricular, pupil services, recreational or other program or activity;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs;
4. Any action, policy, or practice, including segregation or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally-protected classification or characteristic.

This policy of nondiscrimination shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, including gifted and talented, special education, school-age parents, bilingual/bicultural, at-risk, and other special programs; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.
EMPLOYEE:
It is the policy of the Burlington Area School District to maintain policies, practices and a workplace environment that is free from all unlawful discrimination, harassment and retaliation. Under federal and state fair employment laws, members of protected classes are shielded from unlawful discrimination in employment, including the recruitment and hiring processes. Workplace harassment and discrimination, whether engaged in by employees, students, supervisors, or members of the public, will not be tolerated and will subject offenders to appropriate disciplinary action. Retaliatory acts taken against employees for reporting harassment or discrimination, or for participating in the investigation or processing of such a report or complaint (e.g., as a complainant, witness, etc.), will also not be tolerated and will subject the offender to disciplinary action, up to and including discharge from employment. In addition, no employee or District official shall attempt to restrain, interfere with, or coerce any other person in connection with such other person’s attempts to enforce his/her legal rights or his/her rights or expectations under District Policy to be free from prohibited employment-related discrimination, harassment, and retaliation, including such other person’s participation in the processing of any report, complaint, or investigation related to possible violations of such laws or policies.

Identification of Protected Classes: State and/or Federal law prohibit discrimination (which may include harassment) based on various protected classes including, but not limited to, age, disability, race, color, national origin, ancestry, creed, religion, sex, pregnancy, marital status, sexual orientation, arrest record, conviction record, genetic testing, membership in the national guard, state defense force or any other reserve component of the military forces, use or non-use of lawful products off the District’s premises during non-working hours, and declining to attend a meeting or participate in any communication about religious or political matters. State and federal law further define the actions that do, or do not constitute unlawful discrimination, harassment or retaliation with respect to the various protected classes.
Any inquiries or complaints alleging non-compliance with Title IX of the Educational Amendments of 1972 or other Federal and State civil rights or nondiscrimination regulations shall be referred to the Title IX Coordinator which is the Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI 53105, (262)763-0210.

Additional policies referencing Policy 112: 300; 346.1; 361.1; 361.2; 364; 370; 410; 411.1; 421; 443; 447.3; 447.31; 460; 460.1; 511.1

Adopted: November 12, 2007
Revised: July 9, 2012
Revised: August 12, 2013

Legal References: 118.13
PI 9.03
Title IX
Title VI
Section 504
Americans with Disabilities Act
Grievance Procedures:

The Burlington Area School District is committed to the principle of nondiscrimination. In the event that an individual wishes to file a complaint regarding discrimination the following procedure must be followed. The district will follow due process standards and provide for the prompt and equitable resolution of complaints alleging any action prohibited by civil rights regulations.

1. Individual must complete the discrimination complaint form included in this policy or found on the district web site.

2. The form must be submitted to the Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI 53105.

3. The Assistant Superintendent will contact the individual for additional information.

4. The Assistant Superintendent will investigate the claim.

5. The Assistant Superintendent will respond within 10 days to the complainant.

6. If the complainant is unhappy with the findings and actions, they may appeal to the Superintendent.

7. The Superintendent will further investigate and respond within 10 days to the individual.

8. If the individual is unhappy with the findings and actions of the Superintendent, they may appeal to the School Board.
DISCRIMINATION COMPLAINT FORM

Name____________________________________________________
Address__________________________________________________________________________________________
City __________________________ State _______ Zip ________________
Telephone _____________________ (home) _______________________ (work)
Status of person filing complaint _____ Student _____ Employee _____ Parent
_____ Other

Filing complaint alleging discrimination on the basis of
________________________________________________________________________________________
________________________________________________________________________________________

Statement of complaint (include type of discrimination charged and the specific
date(s) in which it occurred)
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature of complainant _________________________________________________________________
Date complaint filed ____________________________
Signature of person receiving complaint _______________________________________________________
Date complaint received ____________________________

Submit to: Complaint Officer/Assistant Superintendent
Burlington Area School District
100 North Kane Street
Burlington, WI 53105
The District shall not discriminate in handling harassment issues based on sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. Harassment will not be tolerated in the school district by the School Board in matters over which it has jurisdiction. Harassment by or of students is prohibited. Persons found in violation of this policy will be subject to discipline, including, but not limited to verbal or written warning, reprimand, probation, suspension, expulsion or other sanction as determined appropriate by the board.

Harassment shall include, but not be limited to, deliberate or intentional behavior using words, or actions, intended to cause fear, intimidation, or harm.

Anyone who believes they have suffered harassment shall report such matters to the principal or his/her designee, who shall be the complaint officer for harassment complaints at the school level. However, claims regarding harassment may also be reported to the Assistant Superintendent, who shall be the alternate complaint officer for such complaints for all schools.

All complaints of harassment will be promptly and thoroughly investigated, and violations of the policy will be treated as serious disciplinary infractions. All complaints of harassment will be confidential; and only those persons necessary for the investigation and resolution of the complaint will be given information about it. If complaints are not handled in a manner satisfactory to the complainant, the discrimination complaint procedure provides steps for appeal.

The Superintendent shall promulgate guidelines which implement the provisions of this policy concerning the reporting, investigation and resolution of complaints of harassment. This policy is being implemented pursuant to the terms of state and federal law. It applies equally to all students.

Reviewed: August 12, 2013

Legal Reference: Code of WI 118.13
Federal regulations: Title IX, Sec. 106.31(b), students; Title VII, employees
STUDENT PERSONNEL

Series 400

ADMINISTRATIVE REGULATIONS . . .
HARASSMENT COMPLAINT PROCEDURE FOR STUDENTS Code No. R-495

The Building Principal or his/her designee is designated by the Superintendent as the Complaint Officer at each school, and is responsible for coordinating federal regulations, state law and District policy concerning harassment as it relates to students. Complaints may also be filed with the Assistant Superintendent, who shall be the alternate Complaint Officer. Any student, who believes he or she has been the victim of harassment by another student, teacher, employee of the District, or any third person, shall report the alleged acts immediately to the Complaint Officer. The District encourages the use of the report form available from the Complaint Officer but use of formal reporting forms is not mandatory.

Submission of a complaint or a report of harassment will not affect the student's grades, class assignment, academic evaluation, recommendations, or academic environment.

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations, and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.

The following steps should be taken in the course of handling any complaint about harassment.

Step I Any complaint shall be presented in writing or orally to the Complaint Officer. If the complaint is submitted in writing, it should include the specific nature of the harassment and corresponding dates, and also include the name, address and the phone number of the complainant. The complaint must be reduced to a written complaint before a formal investigation will be initiated.

Step II The Complaint Officer shall thoroughly investigate the complaint, notify the person who has been accused of harassment, permit a response to the allegation and arrange a meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint.

The results of the investigation may result in disciplinary action against the responsible party including verbal or written warning, suspension, expulsion, or referral to police or Social Services. The complainant will be advised of any action taken as a result of the complaint.
Step III If the complainant is not satisfied with the action taken, a written complaint may be filed with the Superintendent within ten (10) working days after receipt of the Step II answer. The Superintendent will investigate and within fifteen (15) working days provide a written response to the complainant.

Step IV If the complainant is not satisfied with the answer, a complaint may be filed with the School Board within ten (10) working days after receipt of the Step III answer. The School Board will, within thirty (30) days, hold a private conference at which the complainant will be given an opportunity to present the complaint. The School Board will give a written answer to the complaint within ten (10) working days following completion of the conference.

These procedures do not deny the right of any individual to pursue other avenue of recourse, which may include filing charges with the Wisconsin Equal Rights Division of the State Superintendent of Public Schools, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Any District action taken pursuant to the policy will be consistent with the requirements of the Wisconsin Statutes and School District policies.

Complaint Officer/Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI  53105

Date of Adoption: September 13, 1993
Reviewed: May 12, 2008
August 12, 2013

Legal Reference: Code of WI
Section 118.13
Federal Regulations Title IX, Sec. 106.31(b)
Students; Title VII, Employees
HARASSMENT REPORT FORM

General Statement of Policy Prohibiting Harassment

The Burlington Area School District maintains a firm policy prohibiting all forms of discrimination based on sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice.

Complaints regarding the interpretation, enforcement, or alleged violations of this policy shall be referred to the administrative staff and processed in accordance with established procedures as outlined in School Board Policy 112. All persons are to be treated with respect and dignity. Harassment by any person, male or female, which creates an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

Complainant ______________________________________________________
Home address ______________________________________________________
Work address ______________________________________________________
Home phone ______________________________________________________
Work phone ______________________________________________________
Date of Alleged Incident(s) __________________________________________
Name of person you believe harassed you ______________________________
List of witnesses that were present ____________________________________
Where did the incident(s) occur? _____________________________________

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

____________________________________________________________________
____________________________________________________________________

This complaint is filed based on my honest belief that _______________ has harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature ___________________________ Date __________________________
Received by ___________________________ Date __________________________
STUDENT PERSONNEL
Series 400

Policy Title . . . SEXUAL HARASSMENT OF/BY STUDENTS Code No. 411.1

The school district shall not discriminate in handling sexual harassment issues based on sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. Sexual harassment will not be tolerated in the school district by the School Board in matters over which it has jurisdiction. Sexual harassment by or of students is prohibited. Persons found in violation of this policy will be subject to discipline, including, but not limited to verbal or written warning, reprimand, probation, suspension, expulsion or other sanction as determined appropriate by the board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s class standing or opportunity to participate in co-curricular activities; or
- Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting such individual’s grades, class assignment, or involvement in co-curricular activities; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s school performance or creating an intimidating, hostile, or offensive learning environment.

Anyone who believes they have suffered sexual harassment shall report such matters to the principal or his/her designee, who shall be the complaint officer for sexual harassment complaints at the school level. However, claims regarding sexual harassment may also be reported to the Assistant Superintendent, who shall be the alternate complaint officer for such complaints for all schools.

All complaints of sexual harassment will be promptly and thoroughly investigated, and violations of the policy will be treated as serious disciplinary infractions. All complaints of sexual harassment will be confidential; and only those persons necessary for the investigation and resolution of the complaint will be given information about it. If complaints are not handled in a manner satisfactory to the complainant, the discrimination complaint procedure provides steps for appeal.

The Superintendent shall promulgate guidelines which implement the provisions of this policy concerning the reporting, investigation and resolution of complaints of sexual harassment. This policy is being implemented pursuant to the terms of state and federal law. It applies equally to all students.

Date of Adoption: September 13, 1993
Reviewed: May 12, 2008
August 12, 2013

Legal Reference: Code of WI 118.13
Federal regulations: Title IX, Sec. 106.31(b), students; Title VII, employees
The Building Principal or his/her designee is designated by the Superintendent as the Complaint Officer at each school, and is responsible for coordinating federal regulations, state law and District policy concerning sexual harassment as it relates to students. Complaints may also be filed with the Assistant Superintendent who shall be the alternate Complaint Officer. Any student, who believes he or she has been the victim of sexual harassment by another student, teacher, employee of the School District, or any third person, shall report the alleged acts immediately to the Complaint Officer. The School District encourages the use of the report form available from the Complaint Officer but use of formal reporting forms is not mandatory.

Submission of a complaint or a report of sexual harassment will not affect the student’s grades, class assignment, academic evaluation, recommendations, or academic environment.

The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District’s legal obligations, and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.

The following steps should be taken in the course of handling any complaint about sexual harassment.

**Step I**
Any complaint shall be presented in writing or orally to the Complaint Officer. If the complaint is submitted in writing, it should include the specific nature of the harassment and corresponding dates, and also include the name, address and the phone number of the complainant. The complaint must be reduced to a written complaint before a formal investigation will be initiated.

**Step II**
The Complaint Officer shall thoroughly investigate the complaint, notify the person who has been accused of harassment, permit a response to the allegation and arrange a meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint.

The results of the investigation may result in disciplinary action against the responsible party including verbal or written warning, suspension, expulsion, or referral to police or Social Services. The complainant will be advised of any action taken as a result of the complaint.
Step III
If the complainant is not satisfied with the action taken, a written complaint may be filed with the Superintendent within ten (10) working days after receipt of the Step II answer. The Superintendent will investigate and within fifteen (15) working days provide a written response to the complainant.

Step IV
If the complainant is not satisfied with the answer, a complaint may be filed with the School Board within ten (10) working days after receipt of the Step III answer. The School Board will, within thirty (30) days, hold a private conference at which the complainant will be given an opportunity to present the complaint. The Board will give a written answer to the complaint within ten (10) working days following completion of the conference.

These procedures do not deny the right of any individual to pursue other avenue of recourse, which may include filing charges with the Wisconsin Equal Rights Division of the State Superintendent of Public Schools, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Any School District action taken pursuant to the policy will be consistent with the requirements of the Wisconsin Statutes and School District policies.

Complaint Officer/Assistant Superintendent, Burlington Area School District, 100 North Kane Street, Burlington, WI 53105

Date of Adoption: September 13, 1993
Reviewed: May 12, 2008
August 12, 2013

Legal Reference: Code of WI Section 118.13
Federal Regulations Title IX, Sec. 106.31(b)
Students; Title VII, Employees
SEXUAL HARASSMENT REPORT FORM

General Statement of Policy Prohibiting Sexual Harassment

The Burlington Area School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual advances or other forms of sexual harassment by any person, male or female, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

Complainant ____________________________________________
Home address ____________________________________________
Work address _____________________________________________
Home phone _____________________________________________
Work phone _____________________________________________
Date of Alleged Incident(s) __________________________________
Name of person you believe sexually harassed you ______________
List of witnesses that were present __________________________
Where did the incident(s) occur? _____________________________

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This complaint is filed based on my honest belief that ____________________________ has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature ________________________________________ Date ______________________

Received by ___________________________ Date ______________________
Parents/guardians may inspect, upon request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may request program or curriculum modifications or deny their child’s participation in certain District educational programs or activities in accordance with state and federal laws and regulations. Specifically, parent/guardians may:

1.) Request that their child be provided with program or curriculum modifications, including but not limited to: (a) modifications within the student’s current academic program, (b) a school work training or work study program, (c) enrollment in an alternative public school or program located in the District, (d) enrollment in any nonsectarian private school or program located in the District, (e) home study, including nonsectarian correspondence or other courses of study approved by the Board or nonsectarian tutoring provide by the school in which the student is enrolled, and (f) enrollment in any public educational program located outside the District.

2.) Request reasonable accommodations for their child with regard to examination and other academic requirements based on their child’s sincerely held religious beliefs.

3.) Request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).

4.) Request that their child not participate in any survey administered or distributed to students in the schools that reveal information concerning any of the following:
   - Political affiliations or beliefs of the student or the student’s parent;
   - Mental and psychological problems of the student or the student’s family;
   - Sex behavior or attitudes;
   - Illegal, anti-social, self-incriminating or demeaning behavior;
   - Critical appraisals of other individuals with whom students have close family relationships;
   - Legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
   - Religious practices, affiliations or beliefs of the student or student’s parent; or
   - Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part of any program administered by the U.S. Dept. of Education, written consent shall be obtained from the student or, in the case of a minor student, the student’s parent/guardian before the student participates in the survey.
5.) Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. “Personal information” includes individual identifiable information such as a student’s or parent’s first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.

6.) Request that their child not participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students. “Invasive physical examinations” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection of the body, but does not include a hearing, vision or scoliosis screening.

Parents/guardians shall be informed at the beginning of the school year of the specific or approximate dates during the school year when activities outlined in items (4), (5) and (6) are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities.

Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely matter.

If a parent/guardian is not satisfied with the building principal’s or designee’s decision, he/she may have the request reviewed by the District Administrator and, if still not satisfied with the decision, the School Board. Appeals may be made beyond the Board as authorized by law.

Accommodations made under this policy shall be provided to students without prejudicial effect.

The District shall inform parents/guardians of this policy at the beginning of each school year.

Date of Adoption: November 2007
Reviewed: January 14, 2008

Legal Reference:
Sections 118.01(2)(d) WI Statues
118, 019 and 118.15(1)(d)-(f)
PI 41 – Wisconsin Administrative Code
No Child Left Behind Act of 2001 (Protection of Pupil Rights Provision)
CROSS REF: Equal Educational Opportunities Policy
Student Records Policy 347.0
Internet Safety Acceptable Use of Technology Policy 363.2
Copyright Policy 361.5
The Superintendent of Schools assisted by the professional staff shall develop a system of maintaining and preserving the educational records of the students in the school system.

This system shall include progress and behavioral records on each student, subject to the terms and conditions of state and federal statutes.
1. **General** – Student records are maintained in the interest of the student to assist the school in providing appropriate educational experiences.

2. **Content** – Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel, who are not available to others, and records necessary for and available only to persons involved in psychological treatment of a student.
   - **Progress records** maintained by the school include a statement of courses taken by the student, the student’s grade, the student’s extracurricular activities and the student’s attendance record.
   - **Behavioral records** maintained by the school include all student records other than progress records and may include items as: standardized achievement tests, psychological tests, physical health records, teacher evaluations other than grades and statements relating to individual student behavior.

3. **Confidentiality** – All student records are confidential, with the following exceptions:
   a. A pupil, or the parent or guardian of a minor pupil, shall, upon request, be shown and provided with a copy of the pupil’s progress records.
   b. An adult pupil, or the parent or guardian of a minor pupil, shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the pupil’s behavioral records. Such pupil or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
   c. The judge of any court of this state or of the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a pupil who is the subject of any proceeding in such court.
   d. Pupil records may be made available to persons employed in the school which the pupil attends who are required by the Department of Public Instruction under S.115.28 (7) to hold a certificate, license or permit.
   e. Upon the written permission of an adult pupil, or the parent or guardian of a minor pupil, the school shall make available to the person named in the permission from the pupil’s progress records or such portions of his behavioral records as determined by the person authorizing the release.
   f. Pupil records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness’ credibility.
   g. The School Board may provide the Department of Public Instruction or any public officer with any information required under Chapters 115 to 121.

Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the multi-disciplinary team under Ch. 115 of the Statutes.
The building principal shall have primary responsibility for maintaining confidentiality of all student records kept at that school. All requests for inspection or for transfer to another school or school district should be directed to the building principal or his qualified designee, who will then determine whether inspection or transfer is permitted under this policy. The building principal or his qualified designee shall be present to interpret behavioral records when inspection is made under paragraph (3) (b).

4. Maintenance and Destruction of Records
   While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school.
   a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school.

5. Transfer of Records
   Student records relating to a specific student shall be transferred to another school or school district within 5 working days upon receipt of written notice from an adult student or the parent or guardian of a minor student that the student intends to enroll in the other school or school district, or upon written notice from the other school or school district that the student has enrolled, or from a court that the pupil has been placed in a juvenile correctional facility. A copy of the student’s records shall be maintained in the sending school’s record file.

6. It shall be the responsibility of the building principal or his/her designee, to enforce the 1974 Family Educational Rights and Privacy Act. They shall maintain emergency phone numbers on each student’s enrollment card for a parent or designated person in the absence of the parent. Both parents in single parent families shall have access to a student’s progress records unless denied by court order.

*For the purpose of this policy the definition of school shall be the vertical grade level configuration of K-4, 5-8, and 9-12. While this configuration may exist in one or more buildings, the program of student and curriculum is a vertical arrangement that requires extensive coordination between the grade levels. Therefore, the 5-8 levels behavioral records will be destroyed when students graduate or one year after attending Karcher Middle School.

Date of Adoption: August 14, 1978
Amended: January 12, 1981
November 20, 2000
January 8, 2001
Reviewed/Revised: January 14, 2008
December 17, 2008

Legal Reference: Code of WI Section 118.125 (2) (4)
Family Educational Rights and Privacy Act of 1974
INSTRUCTIONAL
Series 300

ADMINISTRATIVE PROCEDURE TITLE . . . STUDENT RECORDS Code No. R-347

Student records are maintained to assist the school in providing appropriate educational experiences and official information on family and past educational achievements.

1. Make certain enrollment data is entered and cumulative folder is prepared for each new enrollee.
2. If the student is previously enrolled in another school, request the records.
3. Do not accept grade cards as official documents unless they are documented by a transcript.
4. Records must be kept of courses taken or attempted, grades and or credits earned, clubs or activities in which he or she participated, and attendance. These are essential and may be reviewed by parent or student upon request.
5. Behavioral records which may vary from student to student but must be preserved include all other items not labeled as progress such as standardized tests, psychological tests, health records, teacher comments or progress reports. All reports which require the special expertise of a professional to interpret should be held confidential until the professional can be scheduled to review and interpret.
6. Records should transfer from elementary to Dr. Edward G. Dyer School, to Nettie E. Karcher School to Burlington High School with the student’s progress; however, each building should maintain a file of all present and former students for possible need to verify attendance or in the event of fire or lost records.
7. An official order by a court shall give cause to release confidential student records.
8. A professional staff member may examine student records.
9. The State Department may request confidential student records.
10. A formal release containing the parent, guardian or student’s signature where dealing with one who has reached majority, when presented to the building administrator will be sufficient cause to release records.
11. Both parents in single parent families shall have access to a student’s records unless specifically denied by a court order.
STUDENT PERSONNEL

Series 400

Policy Title . . . LOCKER SEARCHES Code No. 446.1

The school provides lockers for the convenience of students to be used solely and exclusively for the storage of outer garments, footwear and other school-related items. No student shall use the locker for any other purpose.

The locker assigned to a student is the property of the School District. At no time does the District relinquish its exclusive control over 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 district administrator, a building principal, an assistant principal, a school employee specifically designated by the district administrator or building principal, a police-school resource officer, or law enforcement or other agency official at the request of or in conjunction with school authorities.

Any unauthorized item found in the locker may be removed. Items removed from the locker may be held by the school for return to the parent(s)/guardian(s) of the student or retained for disciplinary proceeding, or turned over to law enforcement officials. The adult student or parent/guardian of a minor student shall be notified of items removed from the locker and turned over to law enforcement officials.

The District shall include a copy of this policy in the student handbook that is distributed annually to each student enrolled in the District.

Date of Adoption: February 8, 1999
Reviewed: May 12, 2008

Legal Reference: Code of WI
WI Act 329
Section 118.325 WI Stats.
STUDENT PERSONNEL
Series 400

Policy Title . . . ELECTRONIC COMMUNICATION DEVICES Code No. 443.5

Student use of an electronic communication device is generally prohibited during the school day, in school buildings and vehicles, and at all school-sponsored activities. However, the School Board recognizes the value to students maintaining communication with their parents/guardians and other appropriate persons for health, safety and educational purposes. Therefore, use of electronic communication devices may be permitted only if use by the student is determined to be for a medical, school, educational, vocational or other legitimate use. Such or use of an electronic communication device may not, in any way:

- Disrupt the educational process in the school district;
- Endanger the health or safety of the student or anyone else;
- Invade the rights of others at school; or
- Involve illegal or prohibited conduct of any kind.

If a question arises as to the compliance of a student with this policy, the determination of the administration shall be final regarding this issue. In arriving at this determination, the administration shall apply the standards that are stated in this policy in order to determine whether the use of the electronic communication device by the student in question violates the standards that are stated in this policy.

Students who repeatedly violate this policy shall be subject to appropriate disciplinary measures, as are determined to be appropriate by the administration and/or School Board.

A copy of this policy shall be provided annually to each pupil enrolled in the Burlington Area School District.

Date of Adoption: February 8, 1993
Revised/Reviewed: May 12, 2008

Legal Reference: Code of WI Section 118.258 WI Act 220