

# Northside Elementary



*School District of Monroe*



## Parent & Student Handbook

**2023-2024**

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## **Principal's Message**

Dear Students and Families,

Welcome to the 2023-2024 school year! Whether you are new or returning, I am confident you will find Northside Elementary is a very special student-centered school that exudes a warm, positive learning culture.

Our school's mission is to collectively empower every child with the belief that they can reach their greatest potential by having high expectations and providing the highest quality instruction in a safe, nurturing environment. Northside is proud of its tradition of high academic achievement and caring approach where relationships are encouraged and valued. We strongly believe that our goal is to foster not only academic achievement, but also social-emotional learning to set the foundation for a future of success. As the saying goes, "it's the people not the programs" that make a difference and we are extremely fortunate to have an incredibly passionate, dedicated, and talented staff who work together to provide the very best for ALL of our students.

There is substantial research indicating parents and guardians hold tremendous power in their child's education by setting high expectations for learning and behavior. This handbook is an important step to better understand the school and district expectations and policies. I highly encourage all families, including the students, to take the time to read through the school information as it highlights and explains daily processes/procedures that pertain to all stakeholders.

Please do not hesitate to contact me with any questions or concerns at any time.

I look forward to working with you throughout the school year!

Most Sincerely,

*Amy Zimmerman*

Principal

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## **Attendance**

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, trimester, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

## **Parent/Guardian Notification of Absence Required**

The District Administrator shall require, from the parent/guardian of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. absence of more than five (5) days in duration;
- B. repeated unexplained absence and tardiness;

## **School Attendance Officer**

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

## Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

- A. Physical or Mental Condition - The student is temporarily not in proper physical or mental condition to attend a school program.
  
- B. Obtaining Religious Instruction - To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).
  
- C. Permission of Parent/Guardian - The student has been excused by his/her parent/guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
  - 1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
  - 2. to attend a funeral
  - 3. legal proceedings that require the student's presence
  - 4. college visits
  - 5. job fairs
  - 6. vacations
  
- D. Religious Holiday - For observance of a religious holiday consistent with the student's creed or belief.
  
- E. Suspension or Expulsion - The student has been suspended or expelled.
  
- F. Program or Curriculum Modification - The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.
  
- G. High School Equivalency – Secured Facilities - The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent/guardian agrees that the student will continue to participate in such a program.
  
- H. Child at Risk - The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for the following reasons:

- A. Quarantine - Quarantine of the student's home by a public health officer.
- B. Illness of an Immediate Family Member - The illness of an immediate family member.
- C. Emergency - An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

### **Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

For the entire district policy on attendance, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 5200 - Attendance.

### **Guardian Notification of Absence**

Guardians are to call the school the day of the student's absence by 9:00 A.M. If the school is not contacted, the absence will be considered unexcused. The school has voicemail to allow parents/guardians to leave a message during the night or early morning. Guardians may call the office to have assignments prepared to either pick up at the office or sent home with another child.

- A. Children are tardy after start day bell.
- B. Absent 10 or 5 tardies - steps will be taken for truancy

Students who arrive late should check into the office before going to the classroom.

Once a student reaches 10 absences or 5 tardies, steps will be taken to address truancy. Parents/guardians or other adults who are found to be contributing to the truancy or habitual truancy of a student may be referred to law enforcement which may result in a fine.

### **Enrollment/Withdraw Transfer**

To maintain proper records and satisfy the government regulation protecting the rights of individuals through records, it is necessary to have signed permission of parents/guardians before we can send or receive records. If you are planning a move, please contact the office so that the necessary forms are signed.

## **Release of Students to Authorized Persons**

If only one (1) guardian is permitted to make educational decisions or to approve absences of the student by Court order, the responsible parent/guardian shall provide the school with a copy of the Court order. Absent such notice, the school will presume that the student may be released into the care of either parent/guardian.

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

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

## **Emergency Nursing Services**

To provide for the protection of the students, the District shall make available emergency nursing services during the regular school day and during all school-sponsored student activities.

The District shall provide for the management of illness (Policy 5310, Policy 5335, Policy 8450, and Policy 8453), accidental injury (Policy 5340 and Policy 5341), and the administration of medication and emergency care (Policy 5330). The policies shall include protocols for recording all administration of emergency nursing services.

The District Administrator shall develop guidelines that will provide student emergency information cards, equipment, supplies, and space for the emergency nursing services that are appropriate and readily accessible to facilitate the provision of such services consistent with the services developed through this policy. The District Administrator shall also identify a licensed physician to serve as medical advisor.

The District shall make available emergency student information, first aid supplies, and appropriate and accessible space for the rendering of emergency nursing services.

This policy and the additional policies providing for the provision of emergency nursing services to students has been developed and reviewed by

- A. the school nurse
  
- B. a registered nurse

in cooperation with other School District personnel and representatives from community health agencies and services designated by the Board upon the recommendation of the nurse. The nurse shall review and evaluate emergency nursing services each year, including a review of the policies referenced above, and shall report to the Board regarding such services and bring proposed revisions of any policies to the District Administrator who will review and forward such revisions to the Board for consideration.

## **Immunizations**

The Board of Education requires that all students be properly immunized pursuant to the Wisconsin Statutes and regulations of the Wisconsin Department of Health Services (DHS).

All students shall be required to provide written evidence establishing that they have completed the first immunization for each vaccine required for the student's grade and are on schedule for the remainder of the basic and recall (booster) immunizations, pursuant to the DHS immunization requirements, or submit a written waiver of those requirements not later than the 30th school day from the beginning of the school year or initial enrollment in the District, for students transferring into the District. All students shall be required to provide written evidence establishing that they have received the second dose of each vaccine required for that student's age or grade, or submit a written waiver of those requirements, not later than the 90th school day from the beginning of the school year or initial enrollment in the District, for students transferring in the District. Within thirty (30) school days after having been admitted to the District for the following school year, each student who has not submitted a waiver form shall provide written evidence of having completed all other required doses and/or vaccines, pursuant to the DHS immunization requirements.

The parent/guardian of any student for whom record of proper immunization or a written waiver is not on file, shall be given written notification of this requirement by the 15th school day and the 25th school day following enrollment. The notice shall:

- A. state the immunization requirements, including a list of missing immunization;
- B. state that Court action and civil forfeiture penalty can result due to noncompliance;
- C. explain the reasons for the immunization program and provide information on how and where to obtain immunizations;
- D. inform the parent/guardian of the right to request a waiver of the immunization requirement based on reasons of health, religion, or personal conviction.

Waivers of the immunization requirements shall be granted only for medical, religious, or personal convictions.

The District may exclude any student who fails to satisfy the requirement to provide written evidence within thirty (30) school days after the date on which the student is admitted of having completed the first immunization for each vaccine required for the student's grade and being on schedule for the remainder of the basic and recall immunizations, pursuant to the DHS immunization requirements, or fails to submit a written waiver. In addition, if DHS determines that the District's compliance level from the previous school year is less than ninety-nine percent (99%), the District shall exclude any student enrolled in grades kindergarten (five (5) years old to six (6) through Grade 5) who fail to satisfy this requirement.



No student may be excluded for more than ten (10) consecutive school days unless, prior to the 11th consecutive school day of exclusion, the Board provides the student and the student's parent/guardian, guardian or legal custodian with an additional notice, a hearing and the opportunity to appeal the exclusion, as provided under Wis. Stats. 120.13(1)(c)3.

The District Administrator shall establish administrative guidelines to implement this policy and comply with State law.

### **Administration of Medication/Emergency Care**

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body. "Nonprescription drug product" means any nonnarcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written instructions from the child's practitioner accompanied by the written authorization of the parent/guardian.

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent/guardian. Substances, which are not FDA approved (i.e. natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent/guardian. Only those nonprescription drugs that are provided by the parent/guardian in the original manufacturer's package which lists the ingredients and dosage in a legible format may be administered. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in the administrative offices.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parent/guardian, or students authorized in writing by their practitioner and parent/guardian, may administer medication.

Medications will be administered and the instruction and consent forms will be maintained in accordance with the District Administrator's guidelines.

Any bus driver, staff member or volunteer, authorized in writing by the Board, the District Administrator or a principal is immune from liability for his/her acts or omissions in administering medication including, but not limited to glucagon, an opioid antagonist, and epinephrine, unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administering the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

All prescription medication shall be kept in a locked storage, unless the medication is an emergency medication which the student is authorized to carry and self-administer by authorization of both the parent/guardian and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a healthcare professional, may be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

Any administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

The school nurse(s) and or a registered nurse providing services or consultation on the District's Emergency Nursing Services Plan has provided assistance in the development of this policy and will also provide a periodic review of the written instructions and consent forms and the Medications Administration Daily Log(s). The plan shall provide for District acquisition and maintenance of opioid antagonists for use in the event an authorized employee or volunteer observes an apparent overdose.

### Epinephrine Auto-Injectors

The Board intends to adopt and maintain a plan for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for epinephrine auto-injectors and to

permit each school nurse and designated school personnel to administer them. Accordingly, the Board directs the school nursing staff in consultation with the District Administrator to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;
- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer epinephrine auto-injectors accordingly;
- C. delineates the permissible scope of usage to include providing District-owned epinephrine auto-injectors to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering epinephrine auto-injectors to such students, and/or administering epinephrine auto-injector treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes in good faith the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;
- D. identifies the number and type of epinephrine auto-injectors each school will keep on site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the epinephrine auto-injectors supply;
- E. is approved by a physician licensed in the State of Wisconsin;
- F. notes that the school and any school nurse or designated school personnel that provide or administer epinephrine auto-injectors under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- G. is published on the District's website or the website of each school.

### **Student Accidents/Illness/Concussion**

The Board of Education believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parent/guardian, and the filing of accident reports.

Accidents - Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

The District Administrator may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the District Administrator on all accidents.

Illness - School personnel shall not diagnose illness or administer medication of any kind except in accordance with AG 5330.

Concussion - A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

Each school year students and parents/guardians shall be provided with an information sheet regarding concussion and head injury. If a student is going to participate in an activity where a concussive event may occur, the appropriate release must be signed at least once per school year.

Further, pursuant to AG 5340A – Student Accident/Illness/Concussion, parents/guardians who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

### **Promotion, Placement and Retention**

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth appropriate for his/her own development.

Such a pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;

- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

The District Administrator shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. ensure students who are falling seriously behind their peers or who may not be promoted receive the special assistance they may need to achieve the academic outcomes of the District's core curriculum;
- B. require the recommendation of the relevant staff members for promotion, placement, or retention;
- C. require that parents/guardians are informed in advance of the possibility of retention of a student at a grade level;
- D. assure that efforts are made to remediate the student's difficulties before s/he is retained;
- E. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.

#### Promotion from Grade 4 and Grade 8

The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th grade examination, unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.

#### **Student Code of Classroom Conduct**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents/guardians responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. In addition, student conduct on internet-based social media outlets, such as FaceBook, Twitter, Instagram, Snapchat, YouTube, etc. when such conduct forms a sufficient connection to school or staff, is governed by the Code of Conduct. This Code of Classroom Conduct shall be reviewed and approved periodically.

Student conduct in the classroom shall be governed by the rules and provisions of the Code of Classroom Conduct developed for each school in consultation with a committee of School District residents that consists of parents/guardians, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Classroom Conduct shall be adopted by the School Board.

### **Student Discipline**

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

The District Administrator shall promulgate administrative guidelines for student conduct which carry out the purposes of this policy and:

- A. are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;

- B. do not discriminate among students;
- C. do not demean students;
- D. do not violate any individual rights constitutionally guaranteed to students.

The District Administrator shall designate sanctions, excluding corporal punishment, for the infractions of rules which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;

The Board shall attempt to provide, as resources permit, alternative programs and activities for disruptive students as a means to prevent or reduce discipline problems. In planning such programs, the District Administrator shall include procedures which ensure cooperation with those community agencies and organizations which can provide assistance to such students.

The District Administrator shall publish to all students the rules of this District regarding student conduct, the sanctions which may be imposed for breach of those rules, and the due process procedures that will be followed in administering the Code of Conduct.

The Building Administrator shall have the authority to assign discipline to students, subject to District administrative guidelines and the student's due process right to notice, hearing, and appeal.

Teachers and other employees of this Board having responsibility for the supervision of students shall have the authority to take such means as may be necessary to control the disorderly conduct of students

- A. in all situations and in all places where such students are within the jurisdiction of this Board.
- B. when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

### **Threat Assessment**

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and U.S. Department of Education publication, Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed. The

District also performs facilities' threat assessments, which are discussed in Policy 8420 and part of the school safety and emergency preparedness plan and response to school violence event protocols. This policy deals with crisis intervention as it relates to individuals.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board authorizes the District Administrator to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include appropriate staff such as a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the District Administrator, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The District Administrator shall be responsible for the following:

- A. identifying team participants by position and role;
- B. requiring team participants to undergo appropriate training;
- C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;
- D. defining what types of information that may be gathered during the assessment;
- E. stating when and how parents of a student making a threat shall be notified and involved;
- F. designating the individuals (by position) who would be responsible for gathering and investigating information;
- G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the District Administrator or Principal any expression of intent to harm another person or other statements or behaviors that suggests a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency or to report threats of violence if required to (see Policy 8462.01).

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.



Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 – Student Records, and State and Federal law.

For the entire district policy on Crisis Intervention, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 8410 - Crisis Intervention.

### **Suspension and Expulsion**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

#### **Suspension**

For purposes of this policy, "suspension" shall be the short-term exclusion of a student from a regular District program.

The District Administrator, the principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., which include, but are not limited to: noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or School Board member of the District in which the student is enrolled.

The District Administrator, the principal, or a teacher designated by the School District Administrator shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent/guardian of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator, who shall be

someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing from the student's records reference to the suspension. Reference to the suspension on the student's school record shall be removed if the District Administrator finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension.

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parent/guardian in correcting conduct subject to disciplinary action that is caused by homelessness.

For the entire district policy on expulsion, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 5610 - Suspension and Expulsion.

### **Due Process Rights**

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

#### A. Students subject to suspension:

The suspended student, and if a minor, the parent/guardian of the suspended minor student shall be given prompt notice of the suspension and the reason for the suspension. The student or the student's parent/guardian may within five (5) school days following the beginning of the suspension, have a conference with the District Administrator. This conference will serve as an opportunity for the student to respond to the charges against him/her. If the Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as a result of suspension, the student's record shall be expunged.

#### B. Students subject to expulsion:

Prior to expelling a student, the Board must hold a hearing. A student and his/her parent/guardian must be given written notice of the intention to expel and the reasons therefor, at least five (5) days prior to the date of the hearing. The hearing is an opportunity for the student and his/her parent/guardian to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The

hearing will be closed. The student and/or his/her parent/guardian may appeal the expulsion consistent with Chapter 120.13, Wis. Stats.

The District Administrator shall establish procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights should be placed in all student handbooks in a manner that will facilitate understanding by students and their parents/guardians.

### **Weapons**

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The District Administrator will refer any student who violates this policy to the student's parents/guardians and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by a principal as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition will never be approved);
- C. theatrical props used in appropriate settings; and
- D. a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the student's class work.

Any student who has reason to believe that a person has or will violate this policy shall report to the District Administrator or the supervisor of the activity immediately. The report should include as much

detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

### **Use of Tobacco by Students**

The Board is committed to providing students, staff, and visitors with a tobacco and smoke-free environment. The negative health effects of tobacco and nicotine use for both users and non-users, particularly in connection with second hand smoke, are well- established. In addition, students less than eighteen (18) years of age are generally prohibited by law from purchasing or possessing cigarettes and other tobacco products.

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute or simulated forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. This policy also prohibits the use of other products containing nicotine, including but not limited to nicotine patches and nicotine gum. Accordingly, the Board prohibits students from using or possessing tobacco or nicotine in any form on District premises, in District vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

### **Drug Prevention**

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. all chemicals which release toxic vapors;

- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

### **Student Anti-Harassment and Bullying**

#### **Prohibited Harassment**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason,

even if not based on one of the Protected Characteristics, through its policies on bullying (See Policy 5517.01 – Bullying).

Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams parent/guardian), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

#### Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties

#### **Definitions**

Bullying - Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Characteristics. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

Harassment - Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Characteristics that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment - "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

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

F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
2. rating a person's sexuality or attractiveness;
3. staring or leering at various parts of another person's body;
4. spreading rumors about a person's sexuality;
5. letters, notes, telephone calls, or materials of a sexual nature;
6. displaying pictures, calendars, cartoons, or other materials with sexual content.

G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.

H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and

I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment - Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.



Religious (Creed) Harassment - Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment - Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment - Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reporting Procedures - Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying

to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employee.
- B. Any parent/guardian of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer and the building principal or District Administrator.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employee.
- E. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

#### District Compliance Officers

The Board designates the following individual(s) to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Joe Monroe  
Director of Pupil Services  
608-328-7155  
925 16th Avenue, Suite 3  
Monroe, WI 53566  
joemonroe@monroe.k12.wi.us

Amy Timmerman  
Northside Elementary Principal  
608-328-7129  
3005 8 ½ Street  
Monroe, WI 53566  
amytimmerman@monroe.k12.wi.us

The names, titles, and contact information of these individuals will be published annually:

- A. in the student handbook.
- B. on the School District's website.

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

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

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

#### Investigation and Complaint Procedure

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

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

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

## Complaint Procedure

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

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

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

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

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

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

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

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

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations

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

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

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

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

### Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

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

### Confidentiality

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

### Sanctions and Monitoring

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

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

### Reprisal

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

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

### Education and Training

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

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

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

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

### **Field and Other District-Sponsored Trips**

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

The District Administrator and/or Principal shall approve all other such trips.

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent/guardian of the District who takes students on trips not approved by the Administration. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the Administration. Permission to solicit neither grants nor implies approval of the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

The distance traveled outside the State and the use of non-district vehicles shall be consistent with Chapter 121 Wis. Stats.



## **Building Safety/Security/Visitors**

All parents/visitors must enter through the front doors and stop in the office. When entering the school during the school day, visitors will be asked to show a photo ID such as a Driver's License. Raptor ID runs a records check through the national sex offender registry. Once that check is complete, a sticker visitor ID badge will be provided that states the name of the visitor and where in the school they will be visiting. \*Please note that a visitor's badge will not be necessary for those who visit our schools simply to drop off an item or pick up paperwork.

## **Volunteer Information**

All interested volunteers should contact the school office or their child's classroom teacher. Volunteers must complete a Disclosure Statement (background check) every school year prior to the start of their volunteer duties. The "Disclosure Statement" form is in the "Back to School" packet, on the District website, or in the school office.

## **Dress and Grooming**

Clothing with alcohol and/or tobacco endorsements or of a violent nature is prohibited. Items such as make-up, colored hair dye or gel, high heels, thin spaghetti straps, midriff shirts, short shorts, etc. are not considered appropriate for an elementary setting. Hats and bandanas are not to be worn in school, unless there is a medical or religious purpose and prior administrative approval has been granted. If the school feels that a student is improperly dressed, the parents will be notified.

Failure to comply with the directives may result in disciplinary action.

For the entire district policy on dress and grooming, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 5511 - Dress and Grooming.

## **Inclement Weather or Emergency/Crisis Communication**

In case of inclement weather or another emergency situation that necessitates important communication to families regarding closing school, a late start, early dismissal, or important information, families will be notified via the district's emergency communication system, Skylert. Skylert is a rapid response system that will enable the District to simultaneously contact parents/guardians in the event of an emergency through a phone call and email. The district also communicates information on the district's website and through the local television stations.

It is helpful for families to have a plan established prior to any school closings and the student is aware of it.

## **Release of Student Photos and Information**

During the course of a school year, individual students and student groups are occasionally videotaped and/or photographed in classroom situations, during fine arts performances, on field trips,

while participating in athletics, etc. The resulting photo and/or videotape may be used in a variety of ways: to promote the school, to instruct students or staff members, to recognize student achievements, etc. The final product could also take a variety of forms: photo displays, slide-presentations, newspaper articles, pamphlets, video programs, school yearbook, etc.

The Family Educational Rights and Privacy Act allows any parent/guardian or eligible student the right to inform the school of their desire that their child not be photographed or videotaped.

The educational interests of students require the collection, retention, and use of information about individual students and groups of students. At the same time, a student's right of privacy under Federal and State law mandates careful custodianship and limitations on access to student records. At the beginning of each school year, all parents/guardians or eligible students are required to fill out a Student Registration Form; Part II – Information Checklist addresses the release of information and photos. The Student Registration Form is kept on file in the school office and may be updated at any time by contacting the appropriate school.

For the entire district policy on Student Records, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 8330 - Student Records.

### **Animals on District Property**

Non-Service Animals in Schools and Elsewhere on District Property.

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum- related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- A. the staff member seeking approval to have a non-service animal in his/her classroom shall:
  1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal, if required by applicable law or ordinance;
  2. take precautions deemed necessary to protect the health and safety of students and other staff;
  3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained;
  4. keep the surrounding areas in a clean and sanitary condition at all times;

- B. other staff members and parents/guardians of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

For the entire district policy on Animals on District Property, go to <https://go.boarddocs.com/wi/monr/Board.nsf/Public> and access board policy 8390 - Animals on District Property.

### **Bus Transportation**

The Monroe school bus transportation services will only be provided to eligible students. These students are provided a bus route and pickup and drop-off point. Temporary school bus transportation may be allowed as follows: The building principal may approve temporary school bus transportation on a regular bus route for students whose parent/guardian requests temporary busing in writing for a good cause. Good cause does not include going to birthday parties, visiting friends, choir practice, park and recreation events, etc. Examples of good cause include vacation, death in the family, illness, etc.

### **Damaged Books and LMC Materials**

LMC & Classroom Library Books: Students who damage books or do not properly care for books during the school year will be expected to reimburse the school accordingly. This will be assessed at the end of the school year.

### **Title 1 Notification**

Title I Requirements - Parents/guardians are to be notified of their right to obtain information regarding:

- A. The professional qualifications of their child's classroom teachers, including the following:
  - 1. whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught
  - 2. whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived

3. the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- B. The professional qualifications of paraprofessionals providing instructional-related services to their child.

### **Programs for English Language Learners**

These programs are available in the district. Information for eligible students will be provided to families when the students are identified.

## **SCHOOL DAY PROCEDURES & INFORMATION**

### **School Hours**

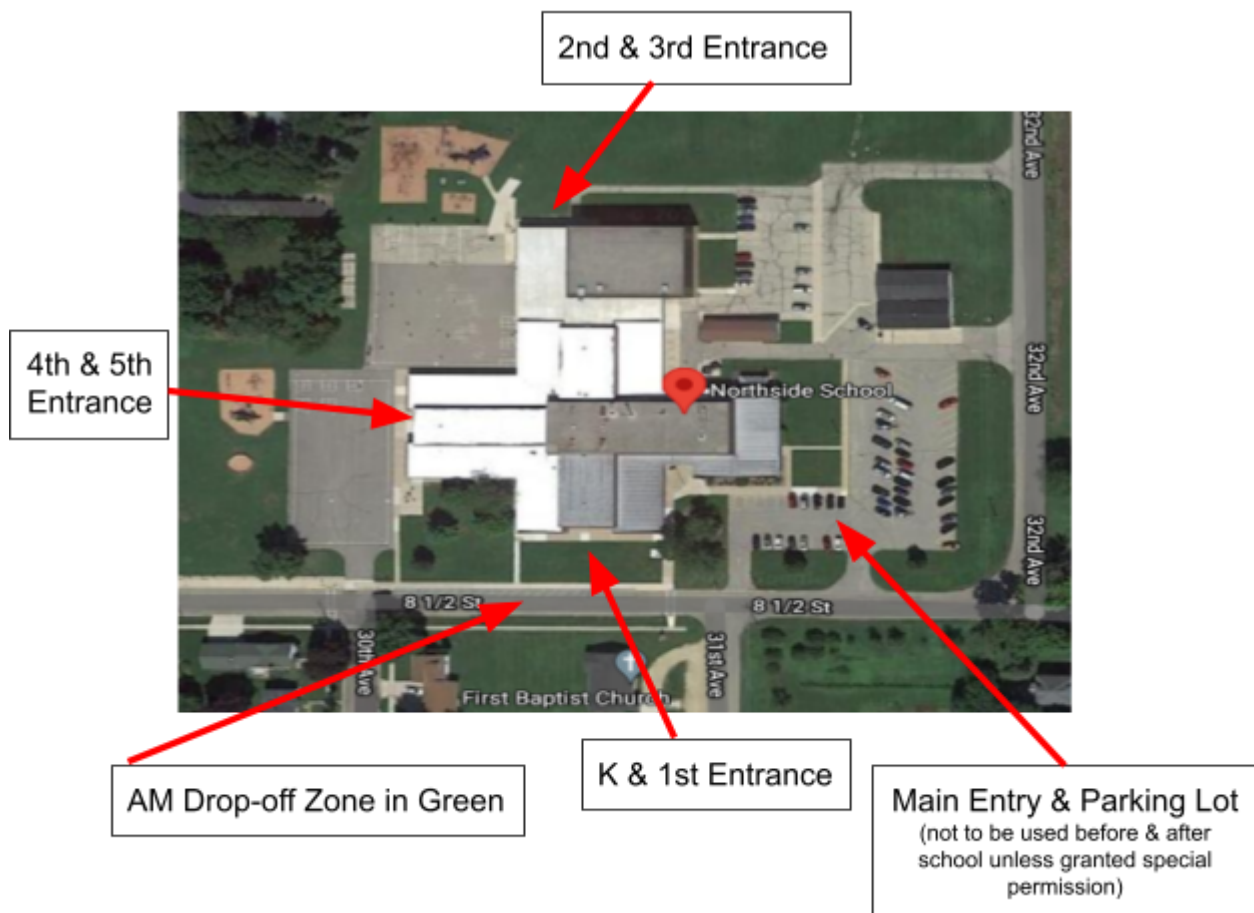
All Student Entrance Bell	7:50 a.m.
School Begins	7:55 a.m.
Monday-Thursday Dismissal	3:10 p.m.
Friday Dismissal	1:10 p.m.

### **Before School Arrival**

- *We ask that all students arrive no earlier than **7:40** each morning unless they participate in the breakfast program due to the lack of playground supervision.*
- 8:00 Bell Door Entrance Numbers (see map below)
  - Kindergarten: Door 5
  - 1st Grade: Door 6
  - 2nd Grade: Door 26
  - 3rd Grade: Door 27
  - 4th Grade: Door 13
  - 5th Grade: Door 14
- The school day officially begins at 7:55 with all students entering the building at 7:50 to prepare for the school day.
- The breakfast program will be provided in the cafeteria each morning, beginning at 7:30 a.m.
  - Students that participate in the breakfast program will enter through the front office doors.
- Parents and guardians are asked to drop their child(ren) off and not walk their child to the entrance or playground area.
- Inclement Weather Plan (rain, below freezing temperature): All students should enter through the front office doors and will go to the large 3rd-grade multi-purpose area upon arrival at school
- Bus Students
  - If students eat breakfast, students will enter through the front doors.
  - If students arrive before 7:50 and do not take breakfast, they should proceed to the playground area.

## Before School--The Drop-off Zone (see map below)

- The morning drop-off zone is located in front of the building on 8 ½ Street and is marked in **GREEN** paint with multiple signs indicating to **pull all of the way forward**.
- Students should be ready (backpack ready, kisses/hugs given, coat zipped, etc.) and exit the car **CURBSIDE** independently in order to keep the line of cars moving.
- Adults and siblings not attending Northside must stay in the vehicle in the Drop-off Zone.
- If families want to help their child or children out of the vehicle, please park out of the Drop-off Zone. (west of 30th Avenue and 8 ½ Street)
- Even during inclement weather, it is important to follow the drop-off zone procedure and move all of the ways forward.
- Students are not allowed to be dropped off in the parking lot in front of the building; **only guardians that have special permission from the building principal are allowed to use the front parking lot for drop-off and/or pick-up.**
- Two crosswalks along with crossing guards are available for the safety of students. Please do not allow your children to cross the street without using a crosswalk.



## After School Procedures

- Students will be dismissed at **3:10**.
- Sibling/Neighbor pick-up should occur outside of grade level doors (students should not wait for other, younger students in multi-purpose areas).

- During the after-school pick-up, guardians are allowed to park on 8 ½ Street.
- Students who need to pick up younger siblings in the building will use their grade level exit door and walk around the building to the appropriate grade level doors. In other words, students will not be allowed to walk through the building.
- We highly encourage families to find a consistent location that can be used for daily after-school dismissal.
- Bus Supervision--Staff supervising in the gym will be ready to direct students to which line they will be in and order the students according to the seating chart (back to front). When students are ready, supervising staff will direct what bus to load first.

## Attendance

In accordance with state law, all children between 6 and 18 years of age must attend school full-time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse.

- If your child is sick or will be absent from school, please notify the office by 9:00 a.m. each day. If our office does not receive a message in the morning, one of the secretaries will reach out regarding the absence.
- At times, the building health assistant or district nurse may call families for additional information when a child is sick.
- The District Administrator shall require, from the parent of each student who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:
  - absence of more than five (5) days duration;
  - repeated unexplained absence and tardiness.
- A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for the following reasons:
  - Quarantine of the student's home by a public health officer.
  - Illness of an Immediate Family Member
  - An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons,
- Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

## Student Fees (Materials, Lunch, Milk):

Breakfast	\$1.60 (If qualify for reduced lunches, free for breakfast)
Hot Lunch	\$2.80 (If qualify for reduced lunches, \$.40 for hot lunch)
Milk	\$0.50
Adult	\$4.75

- Student fees are due no later than October 1. These fees cover the cost of consumable materials, a textbook rental for the year, and an assignment notebook fee. Fees not collected by October 1, will be forwarded to our district office to begin a collection process.

- Applications for free or reduced lunches are available in the school office or on the district website.
- A reminder that you can make online payments for fees in Family Access.
- Each student has an ID # that is scanned into the computer when they take hot lunch which debits the family's account. When the balance in the account gets low, the district business office reminds families to send another payment by either pre-recorded phone messages or by email. If you have questions on the lunch accounts call the business office at 608-328-7260.

## **Breakfast, Lunch, & Snack Breaks**

- Monthly breakfast and lunch menus are available on the district website.
- Breakfast is open to all students beginning at 7:30 a.m. each school day.
- If your child brings a cold lunch, please include healthy, nutritious options.
- Milk & Snack Break: Each grade level determines the best snack/milk break time. Students may participate in the optional milk program for snack break. This fee should be paid at the beginning of the school year. If you believe you may qualify for free or reduced lunch, (which would include free milk) then please complete the free and reduced lunch application and waiver forms. Students that participate in the milk program have the choice of either white or chocolate milk. In most grade levels, students will need to bring in a snack. Healthy snacks that do not include a lot of sugar are encouraged; cookies or candies are not allowed. Examples of appropriate snacks include dried fruit, fruit, pretzels, crackers, cheese, or vegetables.

## **Recesses**

Students will have a twenty-minute recess, twice each day (40 minutes total). All students should be dressed appropriately for the season. We ask that long sleeves, a sweatshirt, or jacket be worn if the temperature is below 60 degrees. If a child must stay inside for health reasons or illness, the parent must send a note stating the ailment. The student will have to stay at his/her desk and work on a quiet activity since the teacher might have outside recess duty or other preparation for the next class.

The general guidelines used to determine indoor and outdoor recess are as follows:

- a. If the wind-chill factor is warmer than 0 degrees, recess will be held outside.
- b. If the wind-chill factor is 0 degrees or colder, recess will be indoors.

\*These guidelines may vary slightly depending on the type of day; a sunny day may alter the limits.

## **Winter/Snow Gear Rules**

- **All students need to wear boots and snow pants to go on the snow.**
  - If wearing boots and *no* snow pants students must stay on the blacktop area.
- **All students must have boots.**
  - Students without boots are restricted to dry areas of the playground.
  - A second pair of shoes doesn't count as boots.

- Students wearing boots throughout the school day should have an additional pair to wear outside.
- **If students do not have shoes at school:**
  - They may call parents from the classroom phone to bring in shoes.
  - They may borrow shoes from the gym area and then return them at the end of the day.
  - \*The winter snow gear rules will begin after the first snowfall and end when there are no longer any snow piles and the mud on the playground has dried. Communication with both students and staff will occur at the beginning and end of the winter.

## Valuables & Personal Belongings

Please follow the recommendations listed below:

- Please mark clothes, shoes, boots, lunch pails, and other personal property with your child's name.
- In such a case where an item is lost, your child should check the lost and found area located by the office. We will donate any lost clothing during winter, spring and summer breaks.
- Any items such as kick balls, baseball gloves, money, etc. brought to school are the sole responsibility of the owner.
- **Bringing toys to school from home is discouraged.**
- Tennis shoes are required for physical education classes; students are encouraged to leave an extra pair of shoes at school.
- Any items such as roller blades, kick balls, baseball gloves, money, etc., brought to school are the sole responsibility of the owner.
- No collectible items should be brought to school to trade with other students. (e.g., Pokemon cards)
- The school discourages students from bringing headsets, ipads, ipods, kindles, cell phones, etc.
- Cell phones must remain in the student's backpack during all times of the school day.
- Smart watches are not allowed at school.

## Digital Learning

- No video conferencing session, or livestreaming or prerecorded lesson may be recorded or redistributed by students or parents in any manner.
- Each student will be assigned a device to be used for educational purposes only.
- Students in violation of using the chromebook will be subject to disciplinary action as determined by the principal.
- See Chromebook User Agreement for more detailed information.

## Family Communication

- *Families must keep the office updated with changes in phone numbers, addresses, email addresses, and emergency contacts throughout the school year.*
- **Email**
  - Important building and district communication will be sent to parents and guardians via email using the district Skylert system.
  - Some teachers choose to use email as the main communication with families for daily communication and/or weekly updates.



- **Class and School Dojo**
  - Make sure to accept the invitation from your child's teacher from Class Dojo! Families are able to send messages directly to the teacher and be able to see pictures, updates, and reminders from the live feed.
  - Families will have the option to communicate via Class Dojo with teachers (classroom, specialists, specials teachers) and the office staff (secretaries and principal).
  - Office staff will continue to use Dojo to communicate all school information, reminders, updates, celebrations with parents and guardians.
- **Weekly THURSDAY Folders**-General school notes will be sent home with the students on Wednesdays in their student folders. It is important to review all of the home notes.
- **Monthly Newsletters**-Many items of interest and upcoming events/notices will be included in our monthly newsletters. These will be emailed at the end of each month for the upcoming month.
  - Please make sure you have the correct email address in your **Family Access** information.
- **Facebook**-Make sure to "like" the School District of Monroe's Facebook page to stay updated with important information and pictures!
- **District & School Website**-Go to [www.monroeschools.com](http://www.monroeschools.com) to get information, such as the school announcements, monthly breakfast and lunch menus, special events, athletic/extracurricular activities, and other district information.

## Miscellaneous

- Student Invitations/Private Parties: If a student is having a private birthday party, students are only allowed to hand out invitations at school if the entire class is invited.
- Bikes and scooters are not allowed on the playground during school hours. Any child riding a bike to school should park it in the back of the building where the racks are located. A strong emphasis should be placed on locking bikes. We suggest that scooters, roller blades, or skateboards not be brought to school; however, if they are, the school is not responsible for these items.
- No gum is allowed at school.

# STUDENT BEHAVIOR EXPECTATIONS

## Positive Behavioral Interventions and Supports (PBIS)

Definition of PBIS – A systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students.

Why is PBIS Important?

*If a child doesn't know how to read, we teach.*

*If a child doesn't know how to multiply, we teach.*

*If a child doesn't know how to swim, we teach.*

*If a child doesn't know how to behave, we \_\_\_\_\_.*

Why don't we finish this sentence the same way?

PBIS enables schools to . . .

- o Use systems and data that allow us to be more efficient. *Work smarter, NOT harder.*
- o Establish a smaller number of priorities. *Do less, Better!*
- o Give priority to what works. *Research based, evidence based interventions/support.*
- o Establish clear expectations for staff and students. *Everyone operates under the same system.*
- o Increase student engagement in the learning process. *Decreased disruptive behaviors increase academic performance.*
- o Support a positive school environment and learning community. *Everyone wants to have FUN!*

## Student Progressive Discipline Plan

### Northside Vision Statement

*A leading, collaborative educational community where all children develop social-emotional skills and grow academically to achieve success.*

### School-wide Behavior Expectations

- Be RESPECTFUL
- Be RESPONSIBLE
- Be SAFE

### “Minor” Behavior Infractions

- Low intensity defiance or disrespect
- Low intensity disruption (talking out, talking back, making noises)
- Off-task behavior
- Low intensity use of inappropriate language
- Non-serious physical aggression (rough play, not keeping hands/feet/objects to self)
- Minor misuse of technology
- Cheating
- Minor student conflict
- Unsafe travel in the building (running)/leaving assigned area without permission
- Lying

- Teasing
- Tattling

### “Major” Behavior Infractions

- Bullying/harassment
  - Bullying is defined as meeting all three of the following criteria:
    1. Behavior that Hurts Others
      - bullying can be direct (hitting, fighting, name calling)
      - bullying can be indirect (gossiping, excluding others)
    2. Behavior that is Intentional
      - bullying behavior is willful behavior with intent and deliberation
    3. Behavior that is Difficult to Stop
      - bullying behavior is persistent despite repeated attempts to stop the behavior
      - bullying is harassment and the victim must inform the person that the behavior is unacceptable and unwanted
- Technology violation (looking up inappropriate content, breaking technology)
- Abusive/Inappropriate language towards a staff member or student
- Fighting
- Major pushing or shoving
- Major disrespect towards a staff member or student
- Major disruption or tantrum
- Major verbal altercation between students
- Theft
- Property damage or vandalism
- Chronic behaviors that are disruptive to the learning environment
- Weapon on school property
- Major property damage or vandalism
- Harassment
- Verbal threat to harm towards students, staff, or the school

### Preventative Practices

- All classrooms collaboratively create rules, expectations, and consequences at the beginning of the school year.
- All classroom and school rules are explicitly stated, taught, modeled, and reinforced at the beginning and throughout the school year. At least two times per year, there are all-school “booster” sessions to reteach and practice school behaviors for the following areas: hallways, bathrooms, cafeteria, and playground/recess.
- A “take a break” area is available in every classroom for students to calm, reset, and rejoin the class.
- Daily student self-reflection
- The *Zones of Regulation* model is utilized K-5 which assists students in being able to better understand and self-regulate their emotions.
  - **Blue Zone:** SLOW ZONE--This is similar to when you are at a rest area. Your body is running slow, such as when you are tired, sick, sad, or bored.
    - **Blue Zone Strategy:** Take a break, positive self-talk, or get a drink
  - **Green Zone:** GOOD TO GO ZONE--This is similar to when you’re at a green light. You may feel happy, calm, okay, or focused.
    - **Green Zone Strategy:** Complete your work, positive self-talk, or help others

- **Yellow Zone:** CAUTION ZONE--This is when your body is beginning to lose control and you need to slow down. You are entering this zone when you start to feel frustrated, silly, excited, or worried.
  - **Yellow Zone Strategy** : Take a break, take three belly breaths, or talk to the teacher
- **Red Zone:** STOP ZONE--The Red Zone is reserved for extreme emotions such as terrified, uncontrolled anger, aggression, and elation. When you are in this zone, you are out of control, have trouble making decisions, and must STOP
  - **Red Zone Strategy:** Take a break, count to ten, or take three belly breaths.
- Positive Recognitions
  - Positive notes/phone calls home
  - Student shout-outs
  - Student of the Week
  - Classroom rewards
  - All school celebrations
- Social and Emotional Screening all 4th and 5th grade students two times per year
- Additional resources/supports are at times necessary to teach and reinforce appropriate social and academic behaviors.
  - Weekly mentoring with an adult
  - Daily Check-in and Check-out (CICO) protocol (3 daily goals, points awarded, and weekly rewards for meeting goals)
  - Small groups with the School Counselor or School Psychologist

## Level 1 Behavior Infraction Procedures

### Level 1 "Minor" Behaviors

- Low intensity defiance or disrespect
- Low intensity disruption (talking out, talking back, making noises)
- Off-task behavior
- Low intensity use of inappropriate language
- Non-serious physical aggression (rough play, not keeping hands/feet/objects to self)
- Minor misuse of technology
- Cheating
- Minor student conflict
- Unsafe travel in the building (running)/leaving assigned area without permission
- Lying
- Teasing
- Tattling

Level 1 behaviors will be handled by the classroom teacher. If the behavior PERSISTS, the classroom teacher must complete the following steps.

1. Teacher completes the Minor Behavior Notice form
  - a. The Minor Behavior Notice form includes the specific minor behavior problem(s) and a student fix-it plan
  - b. Parents/guardians are contacted, the sheet is sent home (original goes home, copy to teacher, copy to office)
2. **\*\*Communicate with parents/guardians first via a phone call or in-person conference and the Minor Behavior Notice; if behaviors continue throughout the school year, the communication can be via email or dojo**

If the “minor” behaviors are CHRONIC (high frequency, intensity, and duration) and are disruptive to the learning of self or others, the following consequences and interventions may include the following.

1. Student completes a (Major Behavior Infraction) Think Sheet and a conference with the Principal
2. Lunch detention or other logical consequences such as loss of recesses or special activity
3. Parent/guardian meeting with the Principal
4. Intervention Team Meeting (a meeting with the Principal, School Counselor, School Psychologist to establish a specific plan of intervention)

\*\*At any time, teachers should consult with the School Counselor, School Psychologist, or Principal regarding requesting additional resources/supports to teach and reinforce appropriate social and academic behaviors.

- Weekly mentoring with an adult
- Daily Check-in and Check-out (CICO) protocol (3 daily goals, points awarded, and weekly rewards for meeting goals)
- Small groups with the School Counselor or School Psychologist

## **Level 2 Behavior Infraction Procedures**

Level 2 “Major” Behaviors

- Bullying/harassment
  - Bullying is defined as meeting all three of the following criteria:
    4. Behavior that Hurts Others
      - bullying can be direct (hitting, fighting, name calling)
      - bullying can be indirect (gossiping, excluding others)
    5. Behavior that is Intentional
      - bullying behavior is willful behavior with intent and deliberation
    6. Behavior that is Difficult to Stop
      - bullying behavior is persistent despite repeated attempts to stop the behavior
      - bullying is harassment and the victim must inform the person that the behavior is unacceptable and unwanted
- Technology violation (looking up inappropriate content, breaking technology)
- Abusive/Inappropriate language towards a staff member
- Fighting
- Major pushing or shoving
- Major disrespect towards a staff member or student
- Major disruption or tantrum
- Major verbal altercation between students
- Theft
- Property damage or vandalism
- Chronic behaviors that are disruptive to the learning environment
- Weapon on school property
- Major property damage or vandalism
- Harassment
- Verbal threat to harm towards students, staff, or the school

Consequences and Interventions may include the following.

1. Student completes a (Major Behavior Infraction) Think Sheet and a conference with the Principal
2. Restitution, lunch detention, after-school detention, in-school suspension, out-of-school suspension, or other consequences such as loss of recesses or special activity
3. Parent/guardian meeting with the Principal
4. Additional resources/supports to teach and reinforce appropriate social and academic behaviors.
  - a. Weekly mentoring with an adult
  - b. Daily Check-in and Check-out (CICO) protocol (3 daily goals, points awarded, and weekly rewards for meeting goals)
  - c. Small groups with the School Counselor or School Psychologist
5. Intervention Team Meeting (a meeting with the Principal, School Counselor, School Psychologist to establish a specific plan of intervention)

### **Level 3 Behavior Infraction Procedures**

#### Level 3 "Major" Behaviors

- Weapon on school property
- Major property damage or vandalism
- Harassment
- Verbal threat to harm towards students, staff, or the school

Consequences and Interventions may include the following.

1. After school detentions
2. Threat Assessment Protocol initiated as required by the Department of Justice (if there is a direct threat made that is substantiated)
3. Out-of-school suspension
4. Other interventions or supports as deemed necessary

# Northside Schoolwide Discipline Referral Process

All classroom teachers develop a classroom discipline plan utilizing logical consequences. Classroom procedures are explicitly taught, modeled, and practiced.

- Level 1 Infractions-Minors**
- Low intensity defiance/disrespect
  - Disruption (talking out/back, making noises)
  - Off-task behavior
  - Inappropriate language (low intensity)
  - Lying/Cheating
  - Teasing
  - Unsafe travel in the building
  - Non-serious physical aggression

- Teacher handles behavior**
- Minor Behavior Notice form containing student fix-it plan
  - Contact parent via phone or in-person
  - Send sheet home in assignment book

- Chronic Minors**
- If "minor" behaviors are CHRONIC (high frequency, intensity, and durations) and are disruptive to the learning of self or others, teachers follow the ODR process.

- Level 2 Infractions-Majors**
- Bullying/Harassment (behavior that hurts others, is intentional, and difficult to stop)
  - Technology violation
  - Abusive/inappropriate language towards staff
  - Fighting/Physical aggression
  - Major disrespect/disruption
  - Theft
  - Property damage/vandalism
  - Harrassment

- Complete ODR**
- Student completes Major Think Sheet
  - Conference with principal
  - Logical consequence (restitution, lunch or after-school detention, ISS or OSS, or other consequence such as loss of recess or special activity)
  - Parent/guardian meeting w/ principal and/or Intervention Team Meeting (ITM)
  - Additional supports/resources could include:
    - Weekly mentoring with an adult
    - Daily Check-In, Check-Out (CICO)
    - Small group skills instruction

- Level 3 Infractions-Majors**
- Weapon on school property
  - Major property damage/vandalism
  - Harassment
  - Verbal threat to harm others/school

- Complete ODR procedure**
- Potential interventions/consequences:
- Detention
  - Out-of-School Suspension
  - Threat Assessment Protocol
  - Other interventions

At any time, teachers should consult with the school counselor, school psychologist, or principal regarding requesting additional resources or supports to teach and reinforce appropriate social and academic behaviors.

## Student Behavior Expectations

### Hallways

- Use a Level 1 Voice (no talking)
- Walk
- Keep hands at side
- Face forward
- Keep a safe distance (arms length apart)
- Use a single file line
- Stay to the right (at lunch, students wait in line on the left side of the hallway)
- Listen to adult directions

### Cafeteria

- May use a Level 2 Voice (soft talking/whisper) while waiting in line
- Use no louder than a Level 3 Voice in the cafeteria
- Keep hands to self
- No sharing food
- Use good manners (say please and thank you)

## Playground

- May use a Level 4 Voice
- Recess balls and equipment are housed in red bins
- At the end of each recess, all equipment must be returned to the proper bins
- Slide—go down feet first and no walking/running back up
- Log Roll—for grades 2-5 only
- Play fairly and by the rules of the game
- No pushing, shoving, or tackling

## Bathrooms

- Use a Level 1 Voice (no talking)
- Ask permission to leave the room and use the restroom
- No more than 3 students in the bathroom at a time
- Wait in line outside of the bathroom door at a Level 1 Voice
- Make sure to flush, wash hands thoroughly, and dry with a paper towel

# SAFETY AND SECURITY MEASURES

## Building Safety/Security/Visitors

- All doors are locked throughout the school day
  - The front door is open daily from 7:30-7:55 and is supervised
- The main office door has a “buzzed” entrance along with a camera/sound to monitor entry.
- In order to go beyond the front office, all visitors must show a photo ID such as a Driver’s License. Raptor ID runs a records check through the national sex offender registry. Once that check is complete, a sticker visitor ID badge will be provided that states the name of the visitor and where in the school they will be visiting.
- Parents, guardians, and other visitors are highly encouraged to drop materials, snacks, and clothing at the office rather than go into the classroom areas.
- Cameras are installed on the exterior and interior portions of the building.
- Drills
  - Fire drills are completed once per month
  - Tornado drills are completed twice per year
  - School threat drills are completed twice per year
    - Students and staff continue to be trained under the ALICE model. The ALICE model empowers our students and staff to make decisions in the unfortunate instance of an armed intruder or aggressive individual. ALICE stands for: **A**lert (notify as many people as possible), **L**ockdown (hide/barricade), **I**nform (continue to inform all stakeholders), **C**ounter (distractions/movements/making noise) and **E**vacuate (run). Dependent upon the age of the students, the training is varied in its delivery. For instance, students in grades kindergarten through second grade received training through a book called, “I’m Not Scared, I’m Prepared” while grades third through fifth participated in lessons that allow for more discussion and practice. Specials teachers also teach students where to go in the case of a threat.



## **Volunteers**

Volunteers are greatly appreciated by the classroom teachers. All interested volunteers should complete both the volunteer response and disclosure form and a staff member will contact you to find activities that work into your schedule.

**All volunteers must complete a Disclosure Statement (background check) every school year** prior to the start of their volunteer duties. The “Disclosure Statement” form will be available at Meet Your Teacher, , on the District website, and in the school office.