

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5000/page 1 of 1**

5000	STUDENTS
5112.01	Early Admission to Kindergarten
5121	Students Over the Age of Twenty (20)
5200	Attendance
5230	Early Dismissal
5330	Student Medication
5350	Suicide Intervention
5360	School/Student Nutrition and Fitness
5410.01	Acceleration
5410.02	Testing Out Program
5421	Grading
5451	Student Awards and Scholarships
5500	Student Conduct in School
5517	Sexual Harassment Complaint Procedure
5531	Student Assistance Programs
5541	Police / School Resource Officer Program
5600	Student Discipline
5620	Bus Regulations and Behavior / Conduct Regulations
5710	Suggestions and Complaints
5771	Search and Seizure
5900	Computer Use

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

ADMINISTRATION
5112.01 / page 1 of 6

EARLY ADMISSION TO KINDERGARTEN

- I. Wisconsin statutes state that a child must be 5 years of age on or before September 1st of any year to be eligible to enroll in kindergarten classes. In compliance with Section 115.28(8) and 118.14(1) Wisconsin Statutes, any district resident parent and/or legal guardian may apply on behalf of their child for early admission to kindergarten. The parent/guardian must comply with the procedure listed below and the child must meet the criteria listed below to be considered for early admission.
 - A. The criteria established for consideration are based on high standards. The decision to allow early entrance to kindergarten is based on whether it will be detrimental to the child if he/she is held back. One facet of the evaluation will be to determine the child's intellectual potential. The criteria that will be used will be seeking children with intelligence quotients measured at 130 or higher. To demonstrate what this means, a child who is 5 years would be performing similar to a child who is six years, six months (6.5 years). This is considered to be in the very superior range of intellectual functioning. It may be detrimental to delay entrance to school for children with this potential.
 - B. Other facets that will be reviewed are the child's performance on tests related to school readiness, physical characteristics and social/emotional development. It is important to recognize this criteria must be met even if the child misses the cut-off by one day and has a birthday on September 2nd. This process is not to determine if a child is ready for kindergarten, it is designed to seek out children who are extraordinary.
 - C. Procedures
 1. Application shall be made in writing by the parent(s)/guardian(s) to the Director of Special Services by March 1 of the year the parent wishes to have their child enrolled in kindergarten. All data supporting the request for early admission should be submitted in writing with the application. For those who establish residency in the District after March 1, the request shall be submitted no later than four weeks from the date residency was established. Parent(s)/guardian(s) may withdraw the application at any time during the process.
 2. The child shall participate in an evaluation process conducted by the District at no cost to the parent. The process to be followed will be multi-phasic. The child will need to meet the performance standards set for each phase prior to

administrative guidelines

moving onto the next phase. If the child is found to have superior skills, the child may also be asked to attend a kindergarten visitation. Additional visitations may be scheduled if the kindergarten teacher deems it necessary.

3. If the child does show evidence of superior functioning (above the 95th percentile) during the above process, the Director of Special Services shall form a team consisting of a certified school psychologist, a kindergarten teacher, a principal, the Talented and Gifted coordinator and others as appropriate. This team shall be responsible for evaluating all data regarding the child and making a recommendation to the Superintendent.
 4. Regardless of test results, the parent(s) will receive a personal contact to communicate the results of the evaluation and to discuss the early admittance recommendation.
 5. The Superintendent will review the recommendation of the evaluation team and provide a final recommendation to the Board of Education.
- D. Criteria for Early Admission – to be considered for early admission to kindergarten the child:
1. Must be 5 years of age by October 1 of the year for which admission is sought. (NOTE: Children with birthdays after October 1 will not be considered for early admission to kindergarten) **AND**
 2. Must exhibit social skills and emotional maturity that are commensurate to other children entering a kindergarten program **AND**
 3. Must exhibit evidence of superior skills and abilities in his/her development in the following domains:
 - a. intellectual ability;
 - b. language development;
 - c. motor development;
 - d. social/emotional development; and
 - e. math and reading readiness.

(NOTE: For purposes of early admission, “superior” is defined as achieving at or above the 95th percentile on a standardized measure.

AND

 - f. Must show an interest in school-type activities and be able to participate in a kindergarten program.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**ADMINISTRATION
5112.01 / page 3 of 6**

4. Exceptions to the above criteria may be made by the evaluation team and/or Director of Special Services if further conditions or factors are presented that indicate early admission is in the long term best interest of the child.
- II. The Board of Education shall have the final authority for deciding whether a child is admitted early to kindergarten. The Board may elect to meet in closed session for consideration of the data and recommendations made by the Superintendent. Parents or guardians may be invited to attend the closed session.

Legal reference:
Sections 115.28(8), 118.14(1), 120.12(25), 120.44(44), Wis. Stats.

Cross reference:
Board Policy 5512.01 – Early Admission to Kindergarten and First Grade

Approved: 8/27/07

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**ADMINISTRATION
5112.01 / page 4 of 6**

PORT WASHINGTON-SAUKVILLE SCHOOL DISTRICT

PROCEDURES FOR EARLY ADMITTANCE TO KINDERGARTEN

Parents: The following steps are to be completed for your child (who will reach five years of age after September 1st and before October 1st of the school year you wish him/her to enter kindergarten). If you have any questions regarding this process, contact the Director of Special Services at 262-268-6079.

TIME LINE	PROCEDURE
Phase 1: Before March 1	<ol style="list-style-type: none">1. Obtain an application for early admittance to kindergarten from the Port Washington-Saukville School District Office.2. Complete the application and return it with any supporting data to: Director of Special Services, 100 West Monroe Ave, Port Washington, WI 53074.
Phase 2: March/April	<ol style="list-style-type: none">3. Participate in early entrance screening – you will be contacted to schedule an appointment by Special Services office staff. The results of the screening will be reviewed by the evaluation team who will determine if the child should move to Phase 3.
Phase 3: May/June	<ol style="list-style-type: none">4. If the results of the screening indicate that the child is a strong candidate for early admission, an evaluation team will conduct formal assessments including intelligence testing. Again, the team will make a decision if the child should move to Phase 4.
Phase 4: May/June	<ol style="list-style-type: none">5. A kindergarten classroom visitation will be scheduled for the child (and parent).6. The assigned kindergarten teacher may also schedule a visit with the child's preschool/daycare (if applicable).7. A conference will be held with the parent to discuss the team's recommendation.8. The recommendation will be sent to the Superintendent, who will review the information and make a recommendation to the Board of Education.9. If the recommendation is appealed by the parent(s), it will be brought to the Board of Education for a final decision at the first regularly scheduled board meeting following June 30.
Phase 5 No Later than the scheduled Board of Education meeting in August	<ol style="list-style-type: none">10. The final determination of the Board of Education will be conveyed to the parent(s)/guardian(s) as soon as feasible.

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

ADMINISTRATION
5112.01 / page 5 of 6

APPLICATION FOR EARLY ADMITTANCE TO KINDERGARTEN

Name of Child		Date of Birth	
Parent(s)/Guardian(s)		Home Phone*	
Street Address	Work Phone*		
City & Zip	Cell Phone*		
Gender		e-mail address	
Date of Application			

***Please indicate best method of contacting you during normal business hours**

Based on the information you provide in this application we hope to determine why you believe your child should be admitted early to kindergarten. Include all the factors that entered into your decision to request early admission. Attach any data you feel would support your application. Use additional pages if necessary.

1. Is your child's date of birth close to the September 1 st cutoff date?	
2. Does your child have friends/relatives who will be entering kindergarten this year?	
3. Is your child currently in a pre-school program?	
4. Name of pre-school?	
5. If yes, has the teacher of the pre-program suggested you consider early entrance?	
6. Name of pre-school teacher? (Include phone number please)	
7. Are you aware that the criteria for early entrance is based on meeting high standards, and that these standards would require us to compare your child to a child who is 6 years, 6 months old (early first grade)?	

We now need to ask some questions that will provide a better picture of your child. Please provide a description of your child's abilities in the following areas. NOTE: Various aspects of the evaluation process will verify this information. Please use additional paper if the space provided is not sufficient.

I. Language development (Please check all that are appropriate)

<input type="checkbox"/>	Understands directions, such as under, over, around, and through.
<input type="checkbox"/>	Is able to differentiate between fact and make believe.
<input type="checkbox"/>	Can put events in order, such as beginning, middle, and end.
<input type="checkbox"/>	Knows their whole name, address, and birthday
<input type="checkbox"/>	Demonstrates unusually advanced skill in verbally communicating his/her ideas to others.
<input type="checkbox"/>	Displays a colorful imagination.
<input type="checkbox"/>	Puts unrelated ideas together in new and different ways.

Please add additional notes that best describe your child's language development:

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**ADMINISTRATION
5112.01 / page 6 of 6**

Social/Emotional development (Please check all that are appropriate)

<input type="checkbox"/>	Shows protective tendencies toward pets, younger siblings, and even parents.
<input type="checkbox"/>	Has the ability to understand when he/she has done something wrong and that they may receive a consequence.
<input type="checkbox"/>	May develop fears, such as a fear of the dark, monsters, or people who are different.
<input type="checkbox"/>	Wants to do things for himself or herself, such as bathing, grooming, and brushing teeth.
<input type="checkbox"/>	Has a firm set of family ties and is loyal.
<input type="checkbox"/>	Shows signs of more independence from parents.
<input type="checkbox"/>	Has a broader sense of right and wrong.
<input type="checkbox"/>	Is independent, resourceful, and self-sufficient.
<input type="checkbox"/>	Shows a high level of sensitivity and empathy for the feelings of others.
<input type="checkbox"/>	Demonstrates a high level of responsibility and can be depended upon.
<input type="checkbox"/>	Sets high standards and goals for his/her own performance.
<input type="checkbox"/>	Has a high desire to excel, strives for perfection
<input type="checkbox"/>	Tends to direct others to activities.

Please add additional notes the best describes your child's emotional development:

II. Physical/Motor development (Please check all that are appropriate)

<input type="checkbox"/>	Is able to skip.
<input type="checkbox"/>	Is able to balance on one foot for more than 10 seconds.
<input type="checkbox"/>	Can throw and catch a ball with practice.
<input type="checkbox"/>	Shows a preference for right or left hand.
<input type="checkbox"/>	Has mastery of buttoning his/her clothes.
<input type="checkbox"/>	Shows interest in learning how to lace and tie his/her shoes.
<input type="checkbox"/>	No longer needs a nap and goes to bed at a routine time.
<input type="checkbox"/>	Demonstrates unusual talent in vocal and/or instrumental music.
<input type="checkbox"/>	Demonstrates unusual mechanical aptitude.
<input type="checkbox"/>	Demonstrates unusual ability in the arts.

Please add additional notes the best describe your child's motor development:

III. Intellectual development (Please check all that are appropriate)

<input type="checkbox"/>	Shows strong desire to learn; learns new concepts easily.
<input type="checkbox"/>	Shows independence in trying to learn.
<input type="checkbox"/>	Has a long attention span, sticks to a project once it is started.
<input type="checkbox"/>	Demonstrates a vocabulary that is superior to other children.
<input type="checkbox"/>	Learns better when he/ she is kept on a routine.
<input type="checkbox"/>	Is able to write the alphabet, though letters may not be neat or precise.
<input type="checkbox"/>	Recognizes numbers 1-20; Counts 1-20 without error.
<input type="checkbox"/>	Possesses a large storehouse of factual information about a variety of topics.
<input type="checkbox"/>	Thinks clearly and makes logical decisions, uses good judgment.

Please add additional notes the best describe your child's intellectual development:

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5121/page 1 of 1**

STUDENTS OVER THE AGE OF TWENTY (20)

The high school administration will establish a contract outlining the educational and curriculum programs for students over the age of twenty (20) and shall include the items on form 5121 and will be adopted and changed based on individual student needs/issues as determined by the high school administration. Participation in extra-curricular activities shall follow the WIAA rules and regulations along with the local activities handbook and the student contract.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5200/page 1 of 3**

ATTENDANCE

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation.

Excusable Reasons of Absence

The District accepts only the following as excusable reasons for absence from school. Each absence shall be explained in writing and signed by the student's parent/guardian. The excuse shall be submitted to the school office and filed as part of the student's school record. Records of attendance are to be recorded daily. All attendance registers, with proper summaries and end of the year attendance reports are to be filed with the building principal at the end of each school year.

At the elementary level, building principals will serve as attendance officers. At the middle and high school levels, assistant principals will serve as the attendance officers. At the K-8 level, if parents of absent students have not contacted the school, the school offices will contact the parents. At the 9-12 level, the attendance will be monitored and followed up on by the assistant principals.

A written parental excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- A. Personal Illness – The principal may require a doctor's confirmation if the principal deems it advisable.
- B. Illness in the family.
- C. Quarantine of the Home – This is limited to the length of the quarantine as fixed by the proper health officials.
- D. Attendance at the funeral of a friend or relative.
- E. Observation of Religious Holidays – Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.
- F. Absence During the School Day for Professional Appointments – Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day the student shall have a statement to that effect from his/her parents.

Absences that do not accumulate against this guideline include field trips and college visits. College visits are not to exceed two (2) days in number per year.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5200/page 2 of 3**

Student Vacations During the School Year

Students are permitted to go on vacation during the school year without penalty (except the week ending each semester). The purpose of this administrative guideline is to accommodate parents who must take their vacations during the school year and the desire to enjoy that time as a family.

Whenever a proposed absence-for-vacation is planned, students must use a pre-excused absence form and submit it to the principal (see attached form). The length of absence should be made clear and those involved should have an opportunity to express their views on the potential effects of the absence. The District will only approve a student's absence for a vacation when he/she will be in the company of his/her own parent but not other students' parents unless there are extenuating circumstances deemed appropriate by the principal. If a student is absent for any other type of vacation, he/she will be considered inexcusably absent from school and subject to truancy regulations.

Truancy

A student shall be considered truant each day or part of the day he/she is inexcusably absent from his/her assigned location. Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action will be taken as outlined in the student handbooks which may include loss of credit, detentions, police liaison officer assistance, visits to the home, parent conferences, etc.

A student shall be considered a "habitual truant" as outlined by the state statute.

The disciplining of truant students shall be in accord with state statute, Board policies, and due process, as defined in each student handbook.

Make-Up Opportunities

Students will be given the opportunity for making up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.

Students will be given the opportunity to make-up work missed due to suspension. The make-up work must be completed and presented to the teacher upon the student's return to school.

Tests missed during the period of suspension may be made up by the student by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5200/page 3 of 3**

Tardiness

Tardiness is not to be tolerated. Students are expected to be at their desks and ready for class work when the period begins. Teachers have the authority to establish classroom rules and procedures within the parameters of Board policy, administrative guidelines, and student handbook. The building administrator will assist in cases of habitual tardiness, which may include a determination of truancy.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5230/page 1 of 1**

EARLY DISMISSAL

Board of Education policy requires that the following guidelines be followed for early dismissal of any student:

- A. Only principals may release a student from school before the end of the school day.
- B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.
- C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.
- D. Students may be released only to a parent, or to a properly identified person authorized to act on their behalf.
- E. A student may be released "on his/her own" only with verified parental permission.
- F. Whenever a student travels from his/her school to another school for lessons or to clinics, etc., during school hours, signed permission must be obtained from the parent before such trips are approved by the principal.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5330/page 1 of 1**

STUDENT MEDICATION

The district has a “Health Care Plan” developed by the school nurse and Director of Special Services which further outlines the requirements for student medication. In addition, the “Health Care Plan” covers a variety of student health issues which are outlined in the appropriate forms on file with the school nurse and the Director of Student Services. Such forms include: Student medication, allergic reactions, sickle cell plan, asthma management, 504 individual health plan, maintaining stoma potency, and etc.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5350/page 1 of 2**

SUICIDE INTERVENTION

These procedures have been adopted by the Port Washington-Saukville School District Board of Education. Any questions to these procedures should be directed to the Director of Special Services.

Procedures to Follow

- A. Emergency Situation (Suicide has been attempted.)
 - 1. Obtain medical assistance. (Based on the immediate assessment of the crisis situation, call 911 for the local police and the school nurse.)
 - 2. Provide immediate first aid as needed and remain with the student until medical assistance is obtained.
 - 3. Call the building administrator or designee.
 - 4. The building administrator or designee calls the parent(s) and informs them of the situation.
 - 5. The building administrator or designee calls the Crisis Intervention Team.
- B. Crisis Situation (Threat of Suicide)
 - 1. Arrange to have the student remain with a responsible adult until the parent or other help arrives.
 - 2. Notify the building administrator or designee who in turn will contact parent(s) and:
 - a. Informs them of the situation.
 - b. Advises them to seek counseling.
- C. Non-Emergency Situation (Student has exhibited symptoms which may be interpreted as suicidal.)
 - 1. Consult with the building administrator or designee, school counselor, or other special services staff member to discuss concerns.
 - 2. As a result of the consultation, the Crisis Intervention Team may be asked to convene.
 - 3. The referring staff member will be informed of the results of the Crisis Intervention Team meeting.

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

STUDENTS
5350/page 2 of 2

D. What To Do

When you suspect that a student may be suicidal, you may become nervous and anxious. This is a normal feeling. It may help if you remember the following:

1. Believe or trust your suspicions that the student may be self-destructive.
2. Communicate your concern for the well-being of the student. Be an active listener and show your support.
3. Be direct. Talk openly and freely and ask direct questions about the student's intentions. Try to determine if the student has a plan for suicide (how, where, when).
4. Get professional help. Encourage the student to seek help from a school counselor, minister, or someone who can help solve the problems. If the student resists, you may have to get the necessary help for them.

E. What Not To Do

1. Do not allow yourself to be sworn to secrecy by the suicidal student. You may lose the confidence of the student but you may save a life.
2. Do not leave the student alone if you believe the risk for suicide is immediate.
3. Do not act shocked at what the student tells you.
4. Do not debate whether suicide is right or wrong. This may make the student feel more guilty.

**** NOTE:** If a building administrator is not available, the Director of Special Services should be contacted after the immediate threat of danger to the student has been eliminated. If the person responsible for notifying the parents desires consultation with a mental health professional prior to the parent contact call:

- Ozaukee County Counseling Center at 284-8130.
- If the Ozaukee County Counseling Center is closed, contact the police/sheriff to obtain the name and telephone number of the on-duty Counseling Center staff member.

The Wisconsin legislature has recognized the importance of attempting to prevent youth suicide and has created an immunity from civil liability for certain individuals who in good faith attempt to prevent suicide by a pupil. The statute provides:
118.292 Suicide Intervention: Civil Liability Exemption Any school board, private school, county handicapped children's education board, or cooperative educational service agency, and any office, employee or volunteer thereof, who in good faith attempts to prevent suicide by a pupil is immune from civil liability for his or her acts or omissions in respect to the suicide or attempted suicide. The civil liability immunity provided in this section is in addition to and not in lieu of that provided under s.895.48.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5360/page 1 of 3**

SCHOOL / STUDENT NUTRITION AND FITNESS

To ensure that the Port Washington-Saukville School District supports and promotes a healthy school environment, the following infrastructure will be put in place to achieve the policy's goals:

- A. A quality school food service program that promotes healthy choices.
 - 1. Federal and state standards guide our food service staff in creating menus and providing offerings for students at various levels on a daily basis.
 - a. Type "A" meals follow USDA and DPI standards.
 - b. Students are offered low or no-fat choices of milk.
 - c. Menus offer varied meats/poultry, fresh fruits, vegetables and whole grained items.
 - d. The District will not fry foods prepared for elementary students and fried foods will be served two times or less per week in the Type "A" line at the middle and high schools.
 - e. Baked desserts will be limited to two or less times per week in Type "A" lines.
 - 2. To promote healthier eating habits and life long nutritional values, the district will take measures to offer healthy alternatives.
 - a. 100% fruit juices will be offered exclusively at the elementary and middle levels and will constitute at least half of the juice offerings at the high school.
 - b. Unlimited servings of fresh and light syrup canned fruits and vegetables will be available with all Type "A" lunches.
 - c. Whole grain products will be used when available from purveyors.
 - d. Only reduced fat or baked chips will be served at the elementary and middle schools.
 - e. Fryer oil will be of the low trans-fat variety.
 - f. Nutritional information will be readily available for all food items served.
 - g. Price points on healthier choice items will have less of a mark-up option than less healthier choices.
 - 3. The following changes in school nutritional offerings will be implemented by or before September, 2007.
 - a. Type "A" choices in the ala Carte line will be limited to sandwiches, salads and fruit plates.
 - b. Parents and teachers will be encouraged to provide rewards and treats that are inline with the District Nutrition and Fitness Guideline reducing the inclusion of less nutritious items.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5360/page 2 of 3**

- c. Booster Club offerings will include healthy alternatives with the district assisting the Booster Club by reviewing and suggesting healthy choice options.
 - d. School vending machine offerings will have minimum standards for inclusion.
- B. Physical education experiences that promote life-long fitness and activities that are not restricted to the physical education classroom.
 - 1. Physical education classes provide the structure to create a positive healthy learning environment while promoting health and physical fitness curriculum and ideals.
 - a. Curriculum must be in place to expose students to a wide range of physical activities and promote lifelong healthy eating, physical activity and fitness.
 - b. Instruction must focus on the five health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition).
 - c. Activity and game design must include vigorous movement and fitness during individual and team sports.
 - 2. Physical Education themes will be infused into additional areas of school experiences.
 - a. Building observation of health topic of the month.
 - b. Incorporate fitness into classrooms and create a school incentive program.
 - 3. Recess is an important time in the elementary schedule. Encouraging daily ACTIVE recess for all students promotes an optimal learning environment for students by providing the brain and body with greater oxygen levels to facilitate learning.
 - a. Incorporate organized fitness activities and games.
 - b. Provide students with equipment for active recesses.
- C. Support items A and B through the cultivation and integration of health and wellness across the curriculum and increasing parental awareness.
 - 1. The comprehensive curriculum approach will positively influence students knowledge, attitudes, skills and behavior towards life-long healthy eating habits, wellness and physical activity.
 - a. Review and revise curriculum to ensure inclusion of nutrition and wellness concepts.
 - b. Encourage teachers to effectively integrate nutritional and wellness concepts into their instruction.
 - c. Encourage teachers to effectively integrate nutritional and wellness concepts into their daily life.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5360/page 3 of 3**

2. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels. Nutrition education may be provided in the form of handouts, school newsletters, postings on the district Web site, or presentations that focus on nutritional value and healthy lifestyles.
 - a. Parents will have the information necessary to make healthy choices for their families.
 - b. Promote family practices and activities that complement the curricular goals.
3. The district will maintain a nutrition/wellness committee with the purpose of monitoring the implementation of the district's wellness policies, evaluating the progress of related goals, serve as a resource to school sites, plan special events and incentives, and recommend policy revisions as necessary. The committee will meet at least twice yearly and will include the district Wellness Committee.

Adm. Council Approved:
Board Approved: 8/14/06

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5410.01/page 1 of 1**

ACCELERATION

All Students:

Enrich within grade level and curriculum as appropriate.

Identified Talented and Gifted (TAG) Students:

Evaluate the student to determine if acceleration is appropriate. The TAG coordinator and instructional staff will evaluate the student and utilize the following procedures:

- A. When a student demonstrates rapid progress through the curriculum in a particular subject area, the instructional staff will accelerate the curriculum to the next appropriate level or course.
- B. Keep written documentation of recommendations, parent involvement, enrichment activities, decisions, etc. in a student folder (e.g. portfolio or cumulative folder, if needed).
- C. When outstanding achievement is evident across all subject areas, advanced grade placement will be considered:
 - 1. The assessment procedure may include collecting products, reviewing the portfolio and/or cumulative folder, and testing. (See testing out policy.)
 - 2. A special services referral could be recommended to provide further diagnosis of the student's abilities and talents. The parents should be notified of the purpose of the referral in terms of ascertaining the student's abilities, achievement level, and talents for possible acceleration.
 - 3. After all documentation is collected, a team of all instructional staff (TAG coordinator, guidance, specialists, principal, classroom teacher, psychologist, etc.), parents, and student will meet to discuss the needs of the student and to decide when/if acceleration will be implemented.
 - 4. The placement decision and implementation will be the responsibility of the building principal.
 - 5. Students and/or parents may appeal the process by requesting a review by the Director of Special Services.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5410.02/page 1 of 1**

TESTING OUT PROGRAM

- A. The Talented and Gifted (TAG) coordinator shall administer the testing out program.
- B. All student requests for testing out shall be given to the district TAG coordinator or to the appropriate counselor by the instructional staff.
- C. Each appropriate department or grade level will develop, score, and require the students to have 90% mastery in the designated courses. The test should represent the same mastery level skills as those of the course being waived. The test may be written, portfolio, audition, or verbal depending upon the subject.
- D. Students who successfully test out of a class would still be required to attain the minimum number of credits required within the subject area.
- E. Testing out of courses which would result in credit in higher education institutions will be governed by that institution's requirement.
- F. Students and/or parents may appeal the process by requesting a review by their building principal.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5421/page 1 of 1**

GRADING

The procedures for grading in each course or program in accordance with Board policy are outlined in student and faculty handbooks except for letter “A” and possible components within the other letters, which will require further discussion with the School Board and Administrative Council.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5451 /page 1 of 2**

STUDENT AWARDS AND SCHOLARSHIPS

Scholarship Committee Composition

The Scholarship Committee shall be a ten-member committee appointed annually on or before February 1 by the high school principal. Effective February 1, 1992, three of the committee members will be appointed to serve for a term of three (3) years; three will be appointed to serve a two (2) year term, while three members will serve for a period of one (1) year. The committee chair shall also be named by the high school principal annually. The committee chair may be reappointed at the sole discretion of the principal without limitation to years served.

The current 1991 committee shall include:

- A. Teachers of upper level students taking classes in major academic areas including mathematics, science, communication arts, and social studies.
- B. Member of music department to assist with selections which have music related criteria.
- C. Guidance counselors
- D. Committee chair who is directly responsible for the entire school-sponsored scholarship program.
- E. High school principal who serves in an advisory capacity and does not actively participate in selections.

Scholarship Recipient Selection Procedures

- A. Letters are sent to scholarship sponsors from the previous year's program to determine what monies, if any, will be made available for the current year's program. (2/6)
- B. Generic scholarship application forms shall be made available in the high school guidance office. Scholarships will be publicized through student announcements, postings, and through local media. Use of a single generic form allows a student to be considered for all available scholarships with one application. The financial statement included in the application, must be completed in order for a student to be considered for all scholarships available. Applications from high school seniors are due on March 23 and those from college students shall be due on April 14.
- C. Financial need figures are processed as completed applications are received. These figures are analyzed along with the costs associated with the college or post secondary institution, which the student plans to attend.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5451 /page 2 of 2**

- D. The initial meeting of the committee shall be held during the first week of April. A list of scholarships available for the current year's program will be presented along with a list of high school senior candidates including GPA, class rank, and a financial need figure for those having submitted the financial statement. Names of student candidate finalists meeting specific criteria of sponsor awards are submitted to sponsors who are involved in making the final selections. Sponsors are asked to respond with their final selection within thirty (30) days.
- E. Financial need figures are then processed for college applicants. College applicants are former Port graduates who are currently enrolled at an institution of higher learning.
- F. A second meeting of the committee shall be held during the second week of May. A listing of college candidates is presented including GPA and financial need figures. (All college scholarships require the submission of the financial need statement.)

The sponsor chosen winners are indicated.

The committee begins to make the remaining selections based on the following factors:

- A. Degree of financial need (may be specific requisite for a given scholarship).
- B. GPA and class rank.
- C. Level of rigor of student's high school academic program.
- D. Special criteria specified by sponsoring individual organization (i.e. intent to pursue particular career or area of study).
- E. Individual character.
- F. Personal contributions to school and community.
- G. Amount of scholarship monies already awarded.

The committee will hold additional meetings as necessary to make remaining selections.

A copy of the current scholarship application shall be attached as part of the guidelines.

Continuing Scholarships Managed by the District

Wherein managing scholarships from trust and agency accounts of the district, the administration shall develop continuing scholarship arrangements only upon receipt of monies to fund the full term of the respective scholarship. Donors or trustees of continuing scholarships managed by private employers, trusts and service agencies will be contacted by chair annually to gain assurances of availability of funds.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5500/page 1 of 1**

STUDENT CONDUCT IN SCHOOL

The Student Code of Conduct contained in the student handbooks define in detail how the Board of Education and the administration expect students to conduct themselves while under the jurisdiction of the School District.

All professional staff members are required to be on the alert for any student behavior which is in violation of school regulations. Students must behave in a manner that will be a credit to our schools.

A record of a student's misconduct as well as disciplinary actions, suspensions, and expulsions are to be made a part of the student's permanent record until he/she leaves the school and such record(s) are to be released in accordance with Board policy 8330 – Student Records.

Classroom Behavior

Generally, standards throughout the schools should be the same. Each teacher is expected to specify particular rules and procedures suited to the specific needs of the class within the parameters of Board policy, student handbooks, and principal expectations.

Disturbances which interrupt the learning process should not be permitted by any teacher. When a student feels an issue is very important and a difference of opinion has come about, the student should wait until the end of the period or seek a mutually convenient time to discuss the problem with the teacher unless it pertains to the lesson.

The teacher has the responsibility and authority to maintain order anywhere in the school particularly, of course, in the classroom. When a student repeatedly disrupts a class or refuses to accept the teacher's authority, that student should be referred to an administrator for appropriate action.

A rule of reason, restraint, and understanding applied to any difficult situation will go furthest in resolving existing differences.

If a teacher finds it necessary to send a student from a classroom for any reason, the student is to report immediately to the office.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5517/page 1 of 2**

SEXUAL HARASSMENT COMPLAINT PROCEDURE

The Director of Special Services is designated as the complaint officer by the Superintendent and fulfills responsibilities to coordinate federal regulations, state laws and district policies concerning sexual harassment. Complaints by students may be communicated to respective school principals or guidance counselors at their respective schools. Any person who alleges sexual harassment by a student, employee, or third person shall report the alleged acts immediately. Forms will be available from the District Office, any school office, principal, or guidance counselor. Use of formal reporting forms is not mandatory. Submitting a complaint or report of alleged sexual harassment will not affect the individual's future employment, work assignment, academic or co-curricular environment.

Confidentiality of the complainant and the complaint is maintained, consistent with the school district's legal obligations.

Step 1: The complaint shall be presented in writing or orally to the complaint officer. The complaint will include the specific nature of the harassment and corresponding dates, witnesses, if any, and also include the name, address and the phone number of the complainant. The sexual harassment report form may be used for this purpose.

The complaint will be reduced to a written format and signed by the complainant before a formal investigation will be initiated.

Step 2: The complaint officer shall thoroughly investigate the complaint, notify the person who has been accused of harassment, inform and encourage the right to representation, permit a response to the allegation and arrange a meeting to discuss the complaint within (10) working days after receipt of the written complaint. The results of the investigation of each complaint filed under these procedures will be reported in writing to the complainant and the Superintendent by the complaint officer within fifteen (15) working days of receipt of the written complaint.

Step 3: Upon receipt of the report, the Superintendent will take such action as appropriate, based upon the results of the investigation. The complainant and accused will be advised of any action taken as a result of the complaint.

Step 4: If the complainant is not satisfied with the action, the complaint may be field with the Board of Education within ten (10) working days after receipt of the Step 3 decision. The Board of Education may, within thirty (30) days, hold a private conference at which the complainant and accused will be given an individual opportunity to discuss the complaint. The Board will give a written answer to all parties within ten (10) working days following completion of such conference, if held.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5517/page 2 of 2**

The school district will take such disciplinary action as deemed necessary and appropriate, including warning, suspension, expulsion or immediate discharge to end the sexual harassment and/or prevent its reoccurrence. Any school district action taken pursuant to this policy will be consistent with the requirements of any applicable collective bargaining agreements, Wisconsin Statutes and school district policies.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5531/page 1 of 3**

STUDENT ASSISTANCE PROGRAMS

As indicated in Board of Education Policy 5531, the District is committed to providing students assistance in dealing with problems they encounter that affect their daily lives and impact negatively on their willingness and/or ability to learn.

District-Level Leadership

In order to ensure that assistance programs are properly planned and operate effectively, a committee to be known as the Port Washington-Saukville School Assistance Program (SAP) Steering Committee will be established under the chairmanship of the Director of Special Services and the Assistant High School Principal.

The purpose of the SAP Steering Committee is to determine the nature and scope of the District's involvement in Student Assistance Programs (SAPs) which may include, and not limited to, the following "at-risk" situations:

- A. Substance abuse.
- B. Pregnancy and other problems associated with sexual behavior.
- C. Alienation and other emotional difficulties.
- D. Dysfunctional behaviors that affect willingness or ability to learn.
- E. Reactions to suicide and other crisis situations.
- F. Develop an overall plan for its own operation, as well as for the SAPs using the planning guidelines described in AG 2252 and including provisions for obtaining community input and for review of each SAPs plan of action.
- G. Identify or review training needs of staff members and other resource people participating in a SAP.
- H. Establish a means for evaluating the effectiveness of each SAP.
- I. Prepare and manage the Title IV Safe and Drug Free School Grant.
- J. Ensure that proper and effective communication is maintained between the SAP Steering Committee and different SAPs, among the SAPs, and between the District and outside organizations and agencies that relate with the student assistance programs.

The SAP Steering Committee will consist of the following: District Office administrator, a principal or other building administrator representing each building level, a guidance counselor representing each level, one parent representative, and community representatives from appropriate agencies or organizations.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5531/page 2 of 3**

Criteria for Program Planning and Evaluation

The following criteria should be used in developing a plan for any SAP and for evaluating its effectiveness:

A. Purpose of a SAP

The assistance program focuses on a problem area(s) that is within the framework established by the SAP Steering Committee.

B. A SAP Plan will include the following provisions:

1. Selection of participating staff members which reflects representation of all needed areas of expertise and student/school populations.
2. Clear, accurate description of each role and for the proper training of SAP members for each essential role.
3. Methods for identification and referral of students who need the type of assistance to be provided.
4. Procedures for proper assessment and diagnosis of student needs and for decision-making on intervention.
5. Procedures which will ensure confidentiality of records (see Board Policy 8330).
6. A means for the SAP team to monitor its operating effectiveness.

C. Training of a SAP Team

1. Conducted by resource people who can properly demonstrate the knowledge and model the behaviors expected of those being trained.
2. Provides activities whereby participants can:
 - a. Ensure their understanding of relevant Board policies as well as District/Steering Committee guidelines.
 - b. Increase their understanding of the nature of the problems being experienced by the students.
 - c. Improve their ability to recognize students who are behaving in ways that would indicate a possible “at-risk” situation.

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

STUDENTS
5531/page 3 of 3

D. Communications

1. A system for communicating that ensures easy access of:
 - a. SAP leaders to Steering Committee/District leaders.
 - b. SAP team members in one location with those at other locations.
 - c. SAP leaders and team members to parents of participating students.
 - d. SAP leaders and team members to community resource people.
2. A schedule of written communications to keep relevant parties informed on matters relating to the SAP and the overall District program.

E. Program Elements

1. Identification of “at-risk” students:
 - a. Identification criteria clearly defined.
 - b. Identification procedures specified.
2. Internal referral and intervention:
 - a. Needed resource people and criteria for internal referral are clear, complete, and justified.
 - b. Referral procedures to internal resource people are clear and complete.
 - c. Internal resource people are identified based on their knowledge and skill in providing needed follow-up and/or support to the students and/or to staff members who work directly with the students in their educational program.
 - d. Procedures are established to assist students in maintaining achievement of desired behaviors and attitudes while they continue to improve in those areas where expectations are not yet being realized.
 - e. Review sessions are scheduled with SAP team members to assess outcomes, discuss problems, modify plans, and provide support.
3. Student support groups:
 - a. Parents are to provide written, informed consent prior to student participation.
 - b. Activities to build or refine skill in coping or in personal problem-solving are to be conducted by personnel with appropriate licenses or credentials.

Approved: 8/18/04

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

STUDENTS
5541/page 1 of 2

POLICE / SCHOOL RESOURCE OFFICER PROGRAM

School Visits

- A. The police/school resource officer is scheduled to visit the assigned school(s) on a regular basis:
 - 1. The police/school resource officer shall be regarded as a classroom resource person.
 - 2. Regular office hours shall be scheduled at each school.
 - 3. Student interviews may be scheduled as required by administrative referrals.
 - 4. General visibility within the building(s) is expected.
- B. While in the building(s), the police/school resource officer will comply with school district regulations and will cooperate with school administrators. However, as a police officer, the police/school resource officer is subject to the directions of the chief of police.
- C. School meeting space will be provided:
 - 1. Office hours shall be announced and posted.
 - 2. Students will be free to visit the police/school resource officer during free time and are allowed to make appointments.
- D. Official interviews/interrogation:
 - 1. When it becomes necessary for a student to become involved with the police/school resource officer/designee regarding criminal activities, the officer may conduct a non student-initiated interview or interrogation of students on school premises under the following conditions:
 - a. The police/school resource officer/designee shall contact the parent(s) or guardian of a minor student prior to an interview. The police/school resource officer/designee shall proceed with the interview only after receiving verbal approval of the parent(s) or guardian or upon the arrival of the parent(s) or guardian.
 - b. In all situations, every possible step should be taken to ensure minimum embarrassment or loss of class time for the student.
 - c. A school administrator may be present at the interview.
 - d. If the police find it necessary to interrogate students about possible criminal conduct or activity, the students will be informed of their constitutional rights (Miranda warnings). A further explanation of these rights will be given using a printed form which they may sign if they so choose. The students will be informed whether or not they are free to go.
 - e. If a student is taken into police custody, the student shall immediately be removed from school property.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5541/page 2 of 2**

2. The police/school resource officer or designee may conduct interviews/interrogations (notwithstanding D.1. above) in situations where:
 - a. The parent or guardian is suspected of a crime and the student has information as a witness or a victim.
 - b. The student is a victim of a particularly sensitive crime such as sexual assault or child abuse.
 - c. A delay may result in flight of the suspect.
 - d. A delay may result in the destruction of evidence.
 - e. A delay may result in the opportunity to cover up the crime.
 - f. A delay may result in an unnecessary threat to the community.
 - g. The student voluntarily approaches the police/school resource officer.
 - h. There is a non-investigatory discussion.
3. The school administrator or designee will make an effort to contact the parent or guardian of any student taken into police custody.

Confidentiality of Information and Records

Sharing of confidential information and/or student record content with the police/school resource shall fully comply with statutory provisions and school district policies.

The Port Washington-Saukville School District shall not discriminate in following these procedures on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Legal Ref: Sections 48.19 (2), Wisconsin Statutes

48.396 (1)

118.125

118.126

118.127 (1)

118.257

938.78

938.396

PI 9.03 (1) of the Wisconsin Administrative Code

Cross Ref: JO Pupil Records, Board Policies

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5600/page 1 of 2**

STUDENT DISCIPLINE

Belief Statement:

Our students are capable of maintaining a standard of conduct, which reflects a high academic standard, responsible citizenship, and pride in our school.

Communication Procedure:

As an orientation activity, teachers will clearly communicate all school/classroom rules with students and their parents/guardians. All students are required to follow the rules outlined in the student handbook and indicate their commitment to comply by signing the Informed Consent form located on the back page of the handbook.

Classroom Teacher Imposed Consequences may include, but are not limited to:

- A. Directing student to correct behavior.
- B. Speaking with the student privately.
- C. Assigning the student a new seat.
- D. Collaborating with other staff members/administration.
- E. Reviewing student information on file.
- F. Sending a note home to parent/guardian.
- G. Making a telephone contact to parent/guardian.
- H. Conferencing with parent/guardian and student (invite administration when appropriate).

Behavior Management Outside the Classroom:

- A. Students are not permitted in the halls during class periods, unless a teacher accompanies them, or they have a hall pass issued to them by a staff member.
- B. A staff member who finds a student in violation of this rule should accompany that student back to the student's classroom or to the office.

Response to Discipline Referral to the Administration:

- A. Referrals to the administration will result in the following:
 - 1. Meeting with the student(s), and/or
 - 2. Telephone contact to the parent/guardian and possibly followed by written notification.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5600/page 2 of 2**

- B. Consequences may include, but are not limited to:
1. Verbal warning.
 2. Student apology – verbal or in writing
 3. Exclusion from school-based activities (i.e. promotion ceremony, athletic contests, choral or band concerts, field trips, etc.)
 4. Written warning – placed in the student's file
 5. Detention – failure to serve an administratively assigned detention will result in doubling of detention time owed. If a student skips four (4) or more detentions, resulting from a single referral, the student will be suspended for one (1) day.
 6. Out-of-school suspension – a parent conference is strongly recommended by the administration for a student's first suspension before re-admittance. A parent conference is mandatory for a student who has been suspended two (2) or more times.
 7. Police referral – the police liaison officer will investigate the incident and determine if a citation is in order. This determination will be communicated to all parties concerned, along with the outcome of the citation, should there be one.
 8. Alternative educational placement options.
 9. Recommendation for expulsion.

Habitual Offenders:

A student who is suspended for a fourth time in one (1) school year will be recommended to the School Board for expulsion. In advance of this situation, every effort will be made to correct the student's behavior and to fashion an educational program in which they will experience success.

Other:

Additional processes and procedures will be outlined in student handbooks. All procedures shall adhere to not being arbitrary, discriminatory, or violate any individual rights.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5620/page 1 of 3**

BUS REGULATIONS AND BEHAVIOR / CONDUCT REGULATIONS

In view of the fact that for many students the school bus is an extension of the classroom, School Board policy requires that students conduct themselves while on the bus in a manner consistent with established standards for classroom behavior. PARENTS, PLEASE READ THROUGH THE FOLLOWING PORTION OF THE BUS REGULATIONS AND DISCUSS THEM WITH YOUR CHILD/CHILDREN PRIOR TO THE SCHOOL YEAR. Additional rules and responsibilities will be distributed as part of student handbooks, and must also be followed.

Bus Regulations and Behavior / Conduct Guidelines for Transportation Provided by the Port Washington-Saukville School District

General

- A. Students shall obey all rules that apply to bus riding for their own safety and protection, as well as for the safety and protection of others. Students and parents should be aware that misbehavior will not be tolerated. Corrective action, as outlined in Penalties for Misbehavior Reported to the School, shall be taken with riders who misbehave on the school bus.
- B. Student loading areas will be located as close as possible to residences, depending on safety, road conditions, and the time schedule of the bus.
- C. M-team approved transportation shall be provided for all handicapped children regardless of distance or residence in the City of Port Washington and Village of Saukville. The bus driver shall remain with the bus during boarding and debarking of handicapped students.
- D. Busses will run whenever and wherever weather permits. In the event of inclement weather, announcements will be made on the local radio stations as to whether or not busses will operate.
- E. Only employees of the Port Washington-Saukville School District, the bus company, members of the Board of Education, or persons approved by the person in charge if written consent of the parent(s) is obtained, preferably before the trip.
- F. Students who go on school trips are expected to return on the same bus or car, except that permission to leave the group may be granted by the person in charge if written consent of the parent(s) is obtained, preferably before the trip.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5620/page 2 of 3**

Parent Responsibilities

- A. Parents shall be aware of assigned routes and bus stops.
- B. Eligibility for regular bus transportation will be determined from the residence of the child. Routes and designated bus stops will be determined by the residence of the eligible children. For those instances where parents wish their children to use a designated bus stop other than the one designated for the legal residence, the following criteria must be met:
 - 1. Eligibility for regular transportation must be based on the legal residence of the child.
 - 2. Written request for a change in the designated bus stop must be made by the parent or guardian. Said request shall be approved by the District Office administrator(s) if it meets the tests listed below. A copy shall be kept on file in the District Office.
 - 3. Each such change shall meet the following tests before approval:
 - a. There shall be no change in the established bus route(s).
 - b. There must be room on the bus if the change affects a route other than the route to which the child is assigned by his/her legal residence.
 - c. There shall be no additional cost to the school district.
 - d. Other children shall not be inconvenienced by the change.
- C. Parents are encouraged to contact the building principal regarding any problems with school bus transportation. It is imperative that parents, school officials, and bus drivers work cooperatively to solve any problems, thus providing a safe ride for all.

Student Control on Busses

The bus driver has the authority to talk to students to resolve discipline problems, as outlined in Penalties for Misbehavior Reported to the School. He or she also has the authority to report deviations from acceptable behavior to bus company officials and to school officials. The bus driver has the authority to assign seats and to recommend disciplinary action to the building principal, as outlined in Penalties for Misbehavior Reported to the School.

Penalties for Misbehavior Reported to the School

- A. Actions that may result in a first written warning and/or other appropriate administrative action:
 - 1. Loud talking on the bus.
 - 2. Moving around or standing up while bus is in motion.
 - 3. Getting off the bus at the wrong location without permission.
 - 4. Opening windows without driver authorization.
 - 5. Eating or drinking on the bus.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5620/page 3 of 3**

- B. The following behaviors or actions shall result in a one to three day bus suspension, a written communication by a school administrator and, if necessary, other appropriate action:
1. Threatening, bullying, or harassing other students.
 2. Throwing objects at the bus, out of the bus, or on the bus.
 3. Littering.
 4. Using profane language
 5. Sexually explicit comments or actions.
 6. A second bus referral for misconduct.
 7. Spitting.
 8. Insubordination/disrespect toward the driver
 9. Use of alcohol, tobacco products, and/or controlled substances.
 10. Fighting.
 11. Destruction of and/or vandalism to bus.
 12. Conduct, which endangers the health, safety, or property of others.
 13. A third referral for misconduct (second one-day suspension).

Parents of students suspended from bus riding privileges shall be notified in advance of the suspension.

In instances where inappropriate behavior is not corrected, or in instances where behavior endangers the health and/or safety of self or others, the Superintendent, upon receipt of written documentation, may initiate an immediate and extended bus suspension that may be followed by a recommendation for expulsion from bus service privileges. Such situations will include full due process considerations provided by state statutes.

Cross Reference PWSSBP 8860

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5710/page 1 of 1**

SUGGESTIONS AND COMPLAINTS

The primary purpose of these procedures is to clarify channels of communication available to students when they have complaints about certain actions, policies, or procedures and to provide ways for students to present suggestions for the improvement of the system.

Suggestions

- A. Student suggestions, in contract to complaints, should be of a constructive nature and contribute toward the realization of the educational goals of the District.
- B. Staff members should be open to the opinions of students who seek to contribute toward the betterment of the school.
- C. Students shall be encouraged to approach appropriate staff members directly and offer suggestions. If advisable, and if the suggestions cannot be dealt with at that level, the staff member should relay the suggestion to the principal.
- D. Students may submit a suggestion in writing to the principal who shall consult with the appropriate staff members.
- E. Student suggestions should be given proper consideration, then acted upon.
- F. If the student feels his/her suggestion has not received a satisfactory hearing or is dissatisfied with the action, he/she should use the complaint procedure referred to below.
- G. In all cases, the student shall be informed of the disposition of his/her suggestion. When a suggestion has been offered in writing, the response shall be made in writing.

Complaints

Student complaints generally involve academic matters, disciplinary action, and/or students social, physical, or operational conditions. Students should use the procedures described in Board policy 5710 to resolve complaints.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5771/page 1 of 2**

SEARCH AND SEIZURE

Pursuant to Board of Education Policy 5771, the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to a building administrator.
- B. Wherever possible, an adult second party shall be present at any search of a student or his/her possessions.
- C. The building administrator may conduct a search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.
- D. The building administrator shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise until transferring the substance or object to law enforcement.
- E. The student's parents shall be notified of the search as soon as reasonably possible after the search.

Reasonable Suspicion

As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place or thing will lead to the discovery of evidence that students have violated or are violating a rule or behavioral norm contained in the student handbook, a particular law, or possesses an item or substance which presents an immediate danger of physical harm or illness to students, staff, or district property.

Lockers and Other Storage Areas Provided for Student Use

All lockers and other storage areas provided for student use remain the property of the district. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage areas or the contents contained therein. No student shall lock or otherwise impede access to any student locker or storage area except with a lock provided by or approved by the building administrator. Unapproved locks will be removed.

The building administrator may, at any time, request assistance of law enforcement.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5771/page 2 of 2**

Vehicles

Any vehicle driven by students to school may be searched when the building administrator has reasonable suspicion to justify the search. Whenever possible, the student shall be present.

Student

The personal search of a student may be conducted by the building administrator when he/she has reasonable suspicion for a search of that student. Authorized searches of the student's person are the student's pockets, purses, backpacks, or any other object in the possession of the student, a "pat down" of the exterior of the student's clothing and the removal of any item identified, and removal of an article of external clothing such as a jacket shall be performed by law enforcement. The student's parents shall be notified of the search as soon as reasonably possible.

Strip searches are not to be conducted by any official, employee, or agent of the District.

Use of Breath – Test Instruments

The building administrator may arrange for a breath test for blood alcohol to be conducted on a student whenever he/she has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.

Use of Dogs

The Board has authorized the use of specially trained dogs to detect the presence of drugs and other illegal devices and contraband on school property under the following conditions:

- A. The presence of the dogs on school property must be authorized in advance, by the superintendent or be pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or trained personnel so designated by law enforcement.
- C. The dog is represented by the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices. The dog will be allowed to examine a student's possessions, including vehicles and lockers.
- D. The dog may be allowed to examine school property such as lockers as permitted by the building administrator. The superintendent shall establish any limitation as to areas of school property to be examined. It should be noted that even though the school district may request the use of dogs through law enforcement, the final decision is at the discretion of law enforcement.

Approved: 8/18/04

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5900 / page 1 of 3**

COMPUTER USE

- I. District computer use will follow, but is not limited to, the following guidelines:
- A. Students will use the District computer systems only for educational and career development activities.
 - B. Students will not violate intellectual property rights by inappropriately reproducing work that is protected by copyright.
 - C. Students will not install or download software programs or applications.
 - D. Students will not run unauthorized software on District computers.
 - E. Students will not attempt to gain unauthorized access to any computer system or go beyond authorized access.
 - F. Student use of the computer systems (the Internet), whether applying to public or private messages or material, will reflect respectful language, avoiding any activity that could endanger, disrupt, or be viewed as harassment and/or cyberbullying.
 - G. Students will not use the computer to engage in any illegal acts such as arranging for a drug sale, the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of a person.
 - H. Students will not access material that is profane or obscene (pornography) or that advocates illegal acts of violence or discrimination toward other people.
 - I. Students will not deliberately attempt to disrupt the computer hardware, software, or network by spreading computer viruses or by any other means.
 - J. Each student will have a password for network access. To maintain account security, students should keep their passwords confidential.
 - K. Students will not plagiarize work from other sources, including information found on the Internet.
 - L. Personal contact information, including but not limited to, full names, addresses, and phone numbers, should only be revealed under supervision of an instructor.

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5900 / page 2 of 3**

- M. Web pages may be created by students as part of class activities. The following guidelines must be applied to web pages linked from the District website:
 - 1. Web pages must be approved by an instructor before going public
 - 2. Only the initial web page is approved, and the instructor will save screen shots of the information to document this. Inappropriate updates to sites will be considered a violation of computer use privileges.
 - 3. Material that is not educationally appropriate or is in violation of any computer use guidelines will be removed from student websites.
 - 4. Student web pages must include the disclaimer "This is a student web page. Opinions expressed do not reflect those of the Port Washington-Saukville School District."
 - N. Student e-mail accounts may be freely accessed only before and after school. Access at other times MUST be cleared with the staff member supervising/teaching students.
 - O. Instant messaging, chat rooms, social networking sites, blog sites, and other Web 2.0 tools are NOT to be used/accessed by students unless under supervision of an instructor.
 - P. Report any equipment or program malfunctions immediately to the supervising staff member.
 - Q. Computer stations will be kept clean and free of food and beverages.
 - R. Educational games and activities are allowed only under supervision of an instructor. Recreational game playing is not allowed.
- II. Any student who violates their computer use privileges by doing any of the above is in violation of the proper use of the computer systems and risks losing computer use. Students violating computer use privileges will receive a disciplinary referral and an administrator will contact parents. Depending on the nature and severity of the actions, students will lose computer privileges for a time period of two weeks up to one calendar year as determined by the administrator.
- III. Routine maintenance of the system may lead to the discovery that a student has violated the rules, the school code, or the law. An individual search, authorized by an administrator, will

administrative guidelines

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**STUDENTS
5900 / page 3 of 3**

be conducted if there is reasonable suspicion that there has been a violation of the rules. The investigation will be reasonable and related to the suspected violation.

- IV. Any student found in violation of any of the guidelines in this document will also be subject to restitution payment or police action for any damage caused.
- V. All consequences given for inappropriate use will carry through to the next school year. Example: With five days remaining of the school year, a student loses computer privileges for 90 contact days. The student would not be allowed back on the computer systems until 85 days into the next school year.

Approved: 8/18/04
Revised: 12/18/08