

HARTLAND LAKESIDE SCHOOL DISTRICT – 2024-2025 ANNUAL NOTICES

www.hartlake.org ● 800 E. North Shore Drive, Hartland, WI 53029 ● (262) 369-6700

The Hartland Lakeside School District wants you to be informed of important policies and procedures impacting student and employee safety, responsibilities, and rights. The following information has been placed on the Hartland Lakeside website. This information can be viewed District | Annual Notices. This will serve as your official notice of the following policies/notifications.

If you would like a paper copy of this notice or any of the policies below, please contact Gretchen Steingraeber at gsteingraeber@hartlake.org or 262-369-6746.

Anti-Bullying Policy:

The District is committed to providing a safe, supportive and respectful school environment for all students and strictly enforces a prohibition against bullying. Bullying behavior interferes with student learning and has a detrimental effect on the personal health and well-being of students, and will not be tolerated in the District.

Bullying of students is prohibited at school, on school grounds, during school-sponsored activities, on school buses and at bus stops, and through the use of digital technologies. “Bullying” is defined as deliberate or persistent behavior, using words or actions, that is intended to cause fear, physical harm or psychological distress on another student and has the effect of doing any of the following:

1. substantially interfering with a student’s education or school performance;
2. creating an intimidating or fearful environment in a school setting for a student or group of students; or
3. substantially disrupting the orderly operation of the school.

All District staff must be alert to and aware of the signs of bullying and intervene promptly and firmly against it.

Victims of bullying, observers of bullying, and parents or guardians of students who have been bullied are encouraged to report incidents of bullying to the building principal or a school counselor. All reports of bullying shall be taken seriously, treated fairly and promptly and thoroughly investigated. Retaliation against individuals for filing reports under this policy or assisting in the investigation of such reports is prohibited.

Students found to be in violation of this policy shall be subject to disciplinary action ranging from positive behavioral interventions and supports up to and including suspension or expulsion from school. Referrals may also be made to law enforcement officials. When determining the appropriate consequences and remedial action, the building principal shall consider the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, and the context in which the alleged bullying incident(s) occurred.

If a District employee has been found to have bullied or retaliated against a student in violation of this policy, he/she shall be subject to disciplinary action up to and including discharge. Employee disciplinary action shall be consistent with applicable provisions of the Employee Handbook or other District procedures.

The building principal shall inform staff, students and parents and guardians of this policy annually. In addition, the building principal shall provide annual training to staff members on the recognition and prevention of bullying and their roles and responsibilities under this policy.

[District Level Reporting Forms](#) can be found on the website under Board | Policies | Policy Related Forms.

Asbestos:

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the AHERA Act is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities.

Beginning in 1988, all buildings owned, leased, or “under the control of” the School District were inspected by

EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared, and the state approved a comprehensive management plan for managing the asbestos.

Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos for the school year.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years.
- In the past year, the District conducted the following asbestos removal activities:
- No work was done this year.

All outside contractors shall contact the lead maintenance person before commencing work. Our goal at the District is to be in full compliance with asbestos regulations.

A copy of the Asbestos Management Plan is available for review by contacting the District Office. Questions related to this plan or any other asbestos concerns should be directed to the District's Designated Person, Gregg Venchus, at 262-369-6740 or gvenchus@hartlake.org.

SCHOOL MEAL PROGRAM

The Hartland Lakeside School District participates in the National School Lunch Program. [Free & Reduced Applications](#) are available on the Food Service webpage and families can contact Maureen Lawler at mlawler@hartlake.org for a Free and Reduced Application. Application information is available during registration and can be completed through Family Access during registration and throughout the school year. Qualifying students who take a qualifying meal (one that includes a fruit and/or vegetable) will not be charged for their meal if they qualify for free and will be charged a reduced rate of \$0.40 for lunch and \$0.30 for breakfast. A la carte pricing for NS students is NOT included in the Free-Reduced USDA program. Parents/guardians should notify the Director of Food Services Bethany Sonderlund, at bsonderlund@hartlake.org with modification requests related to their student's disability. More information about the program can be found on the district website under the Food Services tab. This institution is an equal opportunity provider.

For the 2023-24 school year students will have a choice of entree, fruit/vegetable and milk. A la carte snacks and beverages are available to students at North Shore Middle School for a fee.

Breakfast: \$1.80 Elementary

Lunch: \$3.15 NSMS Tier 1

Lunch: \$3.40 NSMS Tier 2

Lunch: \$3.75

Extra Milk: \$0.40

NSMS A La Carte Items: Prices vary reference the Back to School Cafeteria News Letter

Families qualifying for reduced breakfast: \$0.30

Families qualifying for reduced lunch: \$0.40

Chartwells manages the National School Breakfast and Lunch Programs for the elementary schools. Varied, nutritious menu options are offered daily and all students are encouraged to participate in the program. For questions about the food service program, please contact Logan Wilson, Food Service Director, at 262-369-6750, bsonderlund@hartlake.org. Menu information is posted on the district website under the food service tab and are shared in the weekly family email.

Student Attendance:

The School Board believes attendance is a key factor in student achievement and believes that students must be in regular school attendance in order to successfully achieve the goal of high school graduation.

Any person having under their control a child who is between the ages of 6 and 18 years of age (including through the end of the semester in which the child becomes 18 years of age), or a child enrolled in 5-year-old kindergarten in the District, shall cause the child to attend school regularly in accordance with state law. The child is expected to attend school on each day school is in session, unless he/she is excused from school attendance for any of the following reasons:

1. Prior Parent-Excused Absence

A student excused in writing by his/her parent or guardian prior to an absence is excused from school attendance. A student may be excused by the parent or guardian under this provision for not more than 10 school days in the school year. Students so excused are responsible for making up work missed during the absence. It is the student's responsibility to make arrangements with their classroom teacher(s) to complete any assignments or examinations that are or will be missed during the absence. Absences falling into this absence category include discretionary absences known in advance such as family vacations/travel, family weddings, hunting, and, unless within the number of visits counted as school-excused absences under the next section of these procedures, college visitation days.

2. Other Excused Absences of a Temporary Nature.

- a. Illness, including reasonable treatment for such illness, where the student is temporarily not in proper physical or mental condition to attend school.
A written statement from a health care provider may be required to be submitted as proof of the student's condition for student absences due to illness that are 3 school days or more in length. Such health care provider's excuse shall state the period of time for which it is valid, and shall not exceed 30 days.
- b. Medical appointments (although the District strongly encourages parents and guardians to make every effort to schedule non-emergency medical examinations and appointments, e.g., for health maintenance/preventative care, at times that avoid or at least minimize the student's loss of instructional time);
- c. Religious holidays or instruction to the extent authorized by law; Family emergency; Severe weather conditions that, in the parent's or guardian's reasonable judgment, are a danger to the health and welfare or safety of the student; Funerals of a family member or friend; suspension from school;
- d. Mandatory court appearances;
- e. Visiting a parent or guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;
- f. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding "Taps" during a military honors funeral for a deceased veteran;
- g. Any other reasonable non-discretionary absence deemed appropriate by the school attendance officer.

Parents and guardians are required to notify the school of an absence prior to or on the day of the absence. Excused absences other than a suspension from school require written approval of the student's parent or guardian. All students with excused absences will be given the opportunity to make up class assignments missed during the absence, including tests and examinations. It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.

As indicated above, absence from school during a period of suspension will be considered an excused absence for purposes of this policy. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

Students who are participating, with District approval, in extracurricular activities, athletics, and other District-sponsored programs or events during any portion of an instructional day are not considered absent from school, but teachers shall treat their absence from class as excused with the right to make up work to the same extent permitted in connection with excused absences from school.

3. Program or Curriculum Modifications

A child may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under state law, that has been requested by the student's parent or guardian and approved by the District Administrator or building principal.

Program or curriculum modifications shall be requested in writing. The administrative decision in response to the request shall likewise be provided in writing. If a child, or his/her parent or guardian, is not satisfied with the decision made by the District Administrator or building principal, he/she may ask the School Board to review and act on the request. The Board shall render its determination upon review in writing, if the student's parent or guardian so requests.

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. With the approval of the building principal, a school may establish periods of supervised study, either during or outside of the regular school day, during which students who need to make-up work will be expected to complete the make-up work. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The building principal shall serve as the primary school attendance officer and deal with all matters relating to school attendance and truancy. The building principal may designate one or more licensed staff members as deputies who shall also be permitted to serve in the role of school attendance officer provided that each such deputy is sufficiently familiar with the relevant requirements and procedures.

The District Administrator (or his/her administrative-level designee) and building principals shall establish necessary procedures to encourage regular student attendance, to identify excused and unexcused absences, and to determine appropriate action to respond to and serve as a deterrent to truancy. These procedures shall be in line with recommendations of the county truancy committee(s), the District's truancy plan, and state law requirements.

Tardy:

Fostering student punctuality is a shared responsibility between parents and the school. It is an important factor in the individual student's character development and future success in postsecondary educational and career opportunities. Student tardiness is disruptive to the teacher and other students in the classroom, as well as detrimental to the individual student's educational progress. Students tardy to school in the morning need to sign in at the main office. Chronic tardiness may result in disciplinary action at the intermediate level.

Drug Free Schools:

The Hartland Lakeside School District is drug free and has made a major commitment to remain so. The district cooperates with Arrowhead Area Schools, CESA1 and other community business and organizations. Your Choice www.yourchoice-live.org has many resources for parents.

The Hartland Lakeside School District is committed to maintaining a drug free school environment for all students. The District believes drug and alcohol abuse is wrong and harmful and therefore believes it is important to provide every student with a healthy and appropriate educational atmosphere free of such influence.

Accordingly, in order to protect the health, welfare, and safety of students, the District requires that students attend school free of intoxicants, alcohol, illicit drugs, narcotics or any other controlled substance not taken under medical prescription and supervision. Students shall not possess, use, dispense, distribute, or unlawfully manufacture such substances or drug paraphernalia, or be under the influence of such substances anywhere on school premises, in school vehicles or at any school-related activity.

If a school official or police officer has reasonable suspicion that a student is under the influence of alcohol in violation of this policy, he/she may require the student to submit to a breathalyzer test to determine the presence of alcohol. This test shall be administered by the (e.g. building principal or a police officer). The results of the breathalyzer test or the fact that a student refused to submit to breath testing shall be used in student disciplinary proceedings.

An age-appropriate guidance and prevention program has been incorporated into the student health curriculum and addresses the problems of drug and alcohol abuse through instruction as well as in student assistance programs. The District is concerned for a student's health or educational performance when affected by drug or alcohol abuse, or when

the student's drug or alcohol abuse affects other students' health or performance.

Depending on the facts and circumstances of the particular situation, the District shall seek remedial action. Violations of District policy shall result in discipline, which may include suspension, expulsion or referral for prosecution. Students may also be referred to drug and alcohol abuse counseling and rehabilitation programs. Parents/guardians will be notified and involved in such actions as soon as a problem comes to the District's attention.

Education for Employment Program – Academic/Career Planning:

The District shall provide access to an education for employment program, which serves as an umbrella for a variety of inter-related initiatives that address individualized learning, academic and career planning, career and technical education, and college and career readiness. Under state law, the program must minimally incorporate all of the following:

- Guidance and counseling services
- College preparation
- Instruction in skills relating to employment
- Applied curricula

As part of its education for employment program, the District shall provide age and developmentally-appropriate academic and career planning services, along with related information and opportunities, to students in grades 6 to 8 with the intent and purpose of:

- Increasing student engagement with school and learning by actively involving students in setting goals and planning for their own futures;
- Increasing students' self-awareness of their own strengths and interests;
- Increasing students' awareness of and preparation for different postsecondary options, including postsecondary education and training that leads to careers;
- Providing individualized support, appropriate to the student's needs, such that all students have appropriate access to academic and career planning services, including but not limited to students with disabilities, English learners, at-risk students, gifted and talented students, students who are in alternative programs or who have other program or curriculum modifications, and students who have transferred between different schools or programs.

Educational Options

The Hartland Lakeside School District offers a variety of educational options to children who reside in the District. The District's primary educational pathway and instructional program for students involves a progression from 4-year-old kindergarten through 8th grade. The following is a list of the District's public schools:

- Hartland North Elementary
- Hartland South Elementary
- North Shore Middle School

Educational options for children who reside in the District that involve full-time enrollment/attendance at a school, program, or other educational institution that is not a school or instrumentality of the Hartland Lakeside School District include the following:

- Full-time Open Enrollment through a nonresident school district under section 118.51 of the state statutes (including possible enrollment in certain non-District virtual charter schools).
- Enrollment in a private school that is participating in the Wisconsin parental choice program under section 118.60 of the state statutes.
- Enrollment in a home-based private educational program as provided under state law.

Educational options for children who reside in the Hartland Lakeside School District but who are enrolled in and attending a home-based private educational program include the following:

- Attending certain summer school classes/programs offered in the District.
- Applying for approval to take up to two courses per semester in public schools as provided under section 118.53 of the state statutes.
- Participating in District interscholastic athletics and other District extracurricular activities as provided under

section 118.133 of the state statutes.

- Students may attend Arrowhead High School for Advanced Math and Spanish courses not offered onsite.

For more information about any of the educational options listed in this notice, please contact the principal of your child's school, the District's main administrative office at Hartland Lakeside School District, 800 E. North Shore Drive, Hartland, WI 53029, 262-369-6746, or the Wisconsin Department of Public Instruction.

Early College Credit Program:

School districts are required by section 118.55(8) of the state statutes to provide information about the Early College Credit Program annually to all students enrolled in the school district in the 8th, 9th, 10th, and 11th grades. This notice

must be given prior to October 1. The information can be found on the WI DPI website.

<https://dpi.wi.gov/dual-enrollment/eccp/frequently-asked-questions>

Special Needs Scholarship Program:

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." Under this scholarship program, a child with a disability may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend a private school in Wisconsin that is participating in the scholarship program.

A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI. However, the following are some of the initial eligibility requirements that a child must meet in order to receive a program scholarship that covers attendance at an eligible private school:

- An individualized education program, or a services plan as defined under 34 C.F.R. §300.37 of the federal special education regulations, must have been completed for the child.
- The child, or the child's parent or guardian on behalf of the child, must have submitted the required application for a program scholarship to the eligible private school that the child will attend.
- The eligible private school that the child will attend must have accepted the child's application to attend the school under a program scholarship.

The DPI makes scholarship payments directly to the child's private school. The Special Needs Scholarship Program is further defined under section 115.7915 of the state statutes. Additional information about the program is available on the website of the Wisconsin Department of Public Instruction: <https://dpi.wi.gov/sms/special-needs-scholarship>.

For more information about any of the educational options listed in this notice, please contact the principal of your child's school, the District's main administrative office at Hartland Lakeside School District, 800 E. North Shore Drive, Hartland, WI 53029, 262-369-6746, or the Wisconsin Department of Public Instruction.

Homeless Education Program

Homeless children and youths residing in the District shall have equal access to the same free, appropriate public education as provided to other children and youths who reside in the District.

They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners), gifted and talented programming, career and technical education programs, and school nutrition programs. A homeless child or youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

Homeless children and youths" are defined as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes, but is not limited to, children and unaccompanied youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus stations, or similar settings. The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

The District Administrator has primary administrative-level oversight of the District's services for homeless children and

youths. He/she, or a qualified administrative-level designee, shall be responsible for (1) providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to the education of homeless children and youths; and (2) reasonably monitoring compliance with such assurances.

The District Administrator shall designate a staff member who shall serve as the District's liaison for homeless children and youths. The District's liaison for homeless children and youths will work with administrators and other District personnel to periodically review existing policies, procedures, practices, and data to identify and develop proposals to remedy and remove barriers that homeless children and youths may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services (such as guidance counselors), in accessing academic programs, academic activities, or extracurricular activities, or in receiving appropriate credit for prior academic work.

The District's liaison for homeless children and youths will also ensure that:

1. Homeless children and youths residing in the District are identified by school personnel through outreach and coordination activities with other entities and agencies. Special attention will be given to the enrollment and attendance of homeless children and youths who are not currently attending school.
2. Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in schools in the District.
3. Homeless families and homeless children and youths have access to and receive educational services for which they are eligible, including services through Head Start, early intervention services under laws applicable to students with disabilities, and other preschool programs.
4. Homeless families and homeless children and youths receive referrals to other appropriate services (e.g., health care services, dental health services, mental health and substance abuse services, housing services).
5. The parent or guardian of a homeless child and any unaccompanied homeless youth are informed of the educational and related opportunities available to them, and are provided with meaningful opportunities to participate in the education of the child/youth.
6. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, such as the schools, public libraries and family shelters. The notice shall be disseminated in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.
7. Enrollment disputes are mediated in accordance with legal requirements.
8. The parent or guardian of a homeless child and any unaccompanied homeless youth are fully informed of transportation services that may be available to them under the law and they are assisted in accessing such transportation services. If it is determined to be in the best interest of the child or youth to continue to be enrolled in their school of origin and transportation is requested by the parent or guardian (or in the case of an unaccompanied homeless youth, the liaison for homeless children and youths), transportation will be provided to and from the school of origin until the end of the school year during which the child or youth becomes permanently housed.
9. School personnel providing services to homeless children and youths receive professional development and other support. The liaison for homeless children and youths will also receive and participate in professional development and other support activities as required by the Department of Public Instruction, the District and federal law.
10. Unaccompanied homeless youths are: (a) enrolled in school, (b) have opportunities to meet the same challenging academic standards as the District establishes for other children and youths, including receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, and, (c) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vy) and that they may obtain assistance from the District's liaison for homeless children and youths to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act.
11. Appropriate school personnel assist homeless children and youths with their educational transitions (e.g., from early childhood to elementary school, elementary school to middle school).
12. The District's Title I plan describes the services the District will provide homeless children and youths to support the enrollment, attendance and success of homeless children and youths.
13. Reliable, valid, and comprehensive data needed to meet the established legal requirements related to homeless children and youths is collected, reported to the public, and provided to the State Coordinator for the Education of Homeless Children and Youths.
14. School personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths are informed about the liaison's duties.

Program or Curriculum Modifications

The Hartland Lakeside School District has established K-8 student learning targets in reading, writing, mathematics, science, geography, history, and social emotional learning (SEL) that align with the HLSD Academic Standards. The Hartland Lakeside 2023-24 Student Academic Standards can be found on the district website [Academic Standards](#) tab. Families wishing to opt their students out of Social Emotional Learning can do so by completing the [SEL Opt-Out form](#).

Parents/guardians have the right to request the school board to provide a student with a program or curriculum modifications as outlined in section 118.15(1)(d) of the state statutes.

The district will respond to such requests through the office of the District Administrator, Hartland Lakeside School District, 800 E. North Shore Drive, Hartland, WI 53029, 262-369-6743.

Student Records – Family Education Rights and Privacy

A. **Content of Records** – Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, records necessary for and available only to persons involved in the psychological treatment of a student, records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student, and law enforcement agency records.

1. **Progress records** maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance record.
2. **Behavioral records** maintained by the school include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records.
 - a. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.
 - b. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
 - c. **"Physical health records"** include basic health information about a student, including the student's immunization records, the student's emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
 - d. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above.
3. **Directory data** are those student records designated in the District's student directory data policy.

B. **Confidentiality** – All student records are confidential, subject to (1) the following exceptions, (2) any other disclosures

of student records that may be mandated by state or federal law, and (3) any more specific restrictions on disclosure that are imposed by a state or federal law that protects specific records to a greater extent than provided under these procedures:

1. Release of Student Records to Students and Parents or Guardians

- a. A student or the parent or guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- b. The parent or guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
- c. A parent shall have access to a student's school records regardless of whether the parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child as ordered by the court.

2. Access to Student Records (Other than Patient Health Care Records) by School Officials a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a law enforcement officer(s) who is individually designated by the Board and assigned to the District; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical

staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
- c. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.

d. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under special education laws.

2. Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) to Others a. Student records shall be disclosed at the request or order of a court. The District will make a reasonable effort to notify a parent or guardian of a court order for disclosure of student records prior to complying with the order except when (1) a parent or guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of such a proceeding; (2) the court order itself prohibits such notice; or (3) any applicable law prohibits disclosure of the order to the parent or guardian. b. If school attendance is a condition of a student's court dispositional order under state law, the District shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student. c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent or guardian shall be notified of that disclosure as soon as practicable after the disclosure.

- d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety

of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure, and (2) the parties to whom the District disclosed the information.

- f. For any purpose concerning the juvenile justice system and the system's ability to effectively serve a student, prior to adjudication:
 - 1. The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.
 - 2. The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.
- g. On request, the District may disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the Department of Children and Families, a county department under sections 46.215, 46.22 or 46.23 of the state statutes, or a tribal organization, as defined in 25 U.S.C. 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by the department, county department, or tribal organization to access the student's case plan.
- h. The District, when reporting a crime that may have been committed by a student with a disability, is required to ensure that copies of the student's special education and disciplinary records are provided to the law enforcement authorities to whom the District has reported the crime. However, such disclosures must be pursuant to an applicable provision for disclosure under state and federal student records law. In general, the District will consider the following: (1) whether disclosure of the records is appropriate due to the existence of a health and safety emergency; and (2) if no imminent emergency exists, whether parent or guardian consent has been obtained for the disclosure or whether some other basis exists under the state and federal student records laws.
- i. The District shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Children and Families, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under Chapter 980 of the state statutes (related to commitment of sexually violent persons), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation.
- j. Upon the written permission of the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the parent or guardian of a minor student in the written request.
- k. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The District will make a reasonable effort to notify a parent or guardian of the subpoena prior to complying with the subpoena except when (1) a parent or guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the subpoena is issued in the context of such a proceeding; (2) the subpoena itself prohibits such notice; or (3) any applicable law prohibits disclosure of the subpoena to the parent or guardian.
- l. Under conditions where the disclosure is permitted under both state and federal law, the District shall provide to the DPI, or another authorized federal, state, or local agency, or such an agency's authorized representative, any student record information that relates to an audit, evaluation, or any compliance or enforcement activity, that is associated with a federal or state-supported education program. In the case of disclosures to DPI, the District shall provide student records needed by the department to determine compliance with requirements under Chapters 115 to 121 of the state statutes. Student records may also be provided to the DPI for other

purposes consistent with both state and federal law.

m. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements. Summary student immunization data shall be reported. Individual student information for those students out of compliance with school immunization laws shall not be reported to the local health department or to the District Attorney without specific written parental consent for the reporting.

n. The District shall provide student records necessary for purposes of open enrollment in another public school district to the extent required by law. These records may include copies of any individualized education program (IEP) that has been developed for a student with a disability and the following student discipline-related records:

1. A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;

2. A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and 3. The

length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings. 2. **Release of**

Patient Health Care Records

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a District employee or agent if any of the following apply:

1. The employee or agent has responsibility for the preparation or storage of patient health care records.

2. Access to patient health care records is necessary to comply with a requirement in federal or state law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome - AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

3. Release of Directory Data

Student directory data may be disclosed only as outlined in the District's student directory data policy.

When reviewing student directory data requests, as well as when implementing other provisions of these procedures, consideration shall be given to applicable provisions of the public records law and the District's policy and procedures dealing with public records.

4. Transfer of Records

The District shall transfer to another school (including private schools and out-of-state schools) or school district all student records relating to a specific student (including disciplinary and other behavioral records; and not including records treated as patient health care records or certain treatment records for which informed consent for disclosure has not been obtained) if it has received written notice:

a. The parent or guardian of a minor student that the student intends to enroll in the other school or school district;

b. from the other school or school district that the student has enrolled; or

c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

The District forwards student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer.

C. Maintenance, Disclosure And Destruction Of Student Records

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.

2. The Data Manager of student records shall provide each building principal with procedural and other technical assistance for the purpose of ensuring the confidentiality of all student records kept at the principal's school. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The building principal or his/her qualified designee shall be present to interpret behavioral records when such a request has been made by the parent or guardian. Upon transfer of student records to the administrative office, the District Administrator or his/her qualified designee shall assume these duties.

3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from

or the disclosure is to the following person/party:

- the parent or guardian
- a school official;
- a party with written consent from the parent or guardian;
- a party seeking directory data; or
- a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

4. When a student ceases to be enrolled in a school operated by the District, the student's remaining student records shall be maintained as follows:

- a. Behavioral records that are identifiable to the student will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her parent or guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time. • The District will normally request consent to maintain the behavioral records of such former students (such as students with disabilities) for the period of time that such records may be needed for program audit purposes. If the District does not obtain such consent, the District will arrange to maintain records needed for audit purposes in a manner that is not identifiable to the individual student.
- b. Student progress records shall be maintained for a minimum of five years after the student graduates or ceases to be enrolled in the District
- c. Any request for the "directory data" of a former student will be treated according to the District's policy on "directory data," and, to the extent applicable, the District will continue to honor any valid request to opt out of the disclosure of directory information (e.g., such as the opt-out decision that was in effect when the student was last in attendance), unless such opt-out decision is appropriately rescinded.

5. The Director of Special Education shall oversee the management of the records of students with disabilities. a.

The District shall inform the parent(s) or guardian of a student with disabilities, if applicable, when personally-identifiable information that was collected, maintained, or used under the Individuals with Disabilities Education Act (IDEA) is no longer needed to provide educational services to the child. Except for a record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed, such personally identifiable information must be destroyed at the request of the parent(s), guardian. By submitting a timely written request, the parent, guardian, or student may elect to take possession of the personally-identifiable records in lieu of having the records destroyed.

- b. Such a notice that certain records are no longer needed to provide a child with educational services will normally be given at the time the child graduates or otherwise ceases to be enrolled in the District. As further described above, the District will also normally, at the same time, request consent to maintain particular records for the additional time period that they are needed for program audit purposes.

D. Parent/Guardian/Student Requests For Amendments Of Student Records

1. A parent or guardian who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent or guardian of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent or guardian of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent or guardian shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.
 - a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
 - b. The parent or guardian shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
 - c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.
 - d. The hearing shall be held and the parent(s) or guardian informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.
 - e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
 - f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent or guardian of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the

decision of the hearing officer.

Human Growth and Development:

The School Board directs the administration to implement an instructional program in human growth and development for students in grades 5-8. A student's parent or guardian is entitled to file a written request that exempts the student from participating in the applicable grade-level's human growth and development curriculum.

The District Nurse or an administrative-level designee, shall have primary administrative responsibility for overseeing the development, maintenance, and implementation of the District's human growth and development curriculum.

- For each grade level, the curriculum specifications shall clearly indicate the portions of the instruction, if any, that will be delivered to students while the students are separated by gender.
- The curriculum materials shall include the grade-level outlines that must be annually provided to the parents and guardians of the students who are in the grades where the instructional program is offered.

The District Administrator shall present any proposed significant substantive revisions to the District's human growth and development curriculum to the Board for approval prior to the implementation of the proposed revisions.

The District Administrator or his/her administrative-level designee, is responsible for ensuring that the District provides the state-mandated annual notices regarding this instructional program to parents and guardians. Such notices shall include appropriate information about student exemption procedures

The [5th grade Human Growth and Development Learning](#) information can be found on the district's website under Departments & Services Academics tab under the 2023-24 HLSD Academics Standards link.

Latex in Schools;

Individuals with allergies to latex rubber products can potentially experience an allergic reaction to latex that is life threatening and/or result in permanent damage to an individual. For these reasons, the District will be using vinyl gloves instead of latex gloves in the health rooms and food service areas. No latex balloons are allowed on the premises. Mylar balloons are still permissible.

Nondiscrimination Policy Statement:

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

The District's commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the following policies of the School Board: 113, 113-Rule, 411, 411-Rule, 511, and 512.

District Title IX Coordinators – The District employees who hold each of the positions identified below serve as Title IX Coordinators for the District:

AMY HOLLEY, FINANCE MANAGER
800 E. NORTH SHORE DRIVE
HARTLAND WI 53029
262-369-6700
AHOLLEY@HARTLAKE.ORG

Student Complaints:
BETH STONE, SCHOOL PSYCHOLOGIST
800 E. NORTH SHORE DRIVE
HARTLAND WI 53029
262-369-6700
BSTONE@HARTLAKE.ORG

Reporting Sex Discrimination – Any person (including a person who is not claiming to have been personally

harmed/victimized by the alleged discrimination) may report a concern or allegation regarding prohibited sex discrimination (including sexual harassment) to the District. Such reports may be submitted as follows:

1. To a District Title IX Coordinator, either in person, by U.S. mail, by telephone, or by electronic mail, using the contact information listed above. In person reports should be made when the Title IX Coordinator is reasonably available during regular working hours. Reports submitted by telephone, mail, or electronic mail may be made at any time.
2. By any other means that results in a Title IX Coordinator actually receiving the person's verbal or written report.

Filing Formal Complaints of Title IX Sexual Harassment – As required by the federal Title IX regulations, the District has established a formal grievance process for investigating and resolving “formal complaints” of “sexual harassment,” as those terms are defined in the regulations.

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX “complainant”), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a formal complaint of sexual harassment. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation using the District’s formal Title IX grievance process.

Complainants are expected to file formal complaints of sexual harassment with a District Title IX Coordinator by submitting a document or electronic submission in person, by U.S. mail, or by electronic mail, using the contact information specified above.

Additional requirements for formal complaints of Title IX sexual harassment, including a description of the required content for a formal complaint, are set forth within School Board policies 113, 411-Rule, 411.1, 411.1-Rule, 511.

District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment – The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of the District. Those procedures are set forth in Policies 113 -Rule, 411-Rule and 511-Rule, as published on the District’s website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX.

Any time that the District has actual knowledge of sexual harassment or allegations of sexual harassment that could constitute a violation of Title IX, the District has obligations to respond to such knowledge in a manner that is not deliberately indifferent and in a manner that treats the alleged victim(s) of sexual harassment and the alleged perpetrator(s) of sexual harassment equitably. Such a response includes, but is not limited to, offering supportive measures to a complainant and investigating and resolving any formal complaint that presents allegations of Title IX sexual harassment using the formal grievance process that the District has adopted for such formal complaints. District procedures for responding to alleged sexual harassment under Title IX, including the formal grievance process, are set forth in Policy 113-Rule, as published on the District’s website.

Equal Educational Opportunities:

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational, school sponsored food service programs, or other programs or activities shall not be unlawfully abridged or impaired because of a student’s sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Accordingly, the School Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected status or classification that serves as the basis for any prohibited discriminatory conduct, policy, or practice. When based upon a legally-protected status or classification, examples of unlawful and discriminatory acts can include:

1. The denial of admission to any public school;
2. The denial of participation in, equal access to, or the benefits of any curricular, extracurricular, student services, recreational, school-sponsored food service programs or other program/activity, including the District’s career and technical education opportunities;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs;
4. Any action, policy, or practice, including segregation, bias, stereotyping, or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or

denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally-protected classification or characteristic.

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

The District shall provide all appropriate and legally-required accommodations, educational services, and/or programs for students who have been identified as having a qualifying disability, regardless of the nature or severity of the disability and regardless of whether the student qualifies for the District's special education program. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be submitted to and acted upon by the building principal. Accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any such accommodations granted under this policy shall be provided to students without prejudicial effect.

This policy shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, including gifted and talented, special education, school-age parents, bilingual bicultural, at risk, and other special programs; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging a violation of any aspect of this policy may be filed and shall be processed in accordance with the District's student discrimination complaint procedures, as adopted in connection with this policy.

By following required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

Designation of Compliance Officer. The administrator holding the following position is designated as the District's equal educational opportunities compliance officer ("Compliance Officer"):

Beth Stone, NSMS School Psychologist
Hartland Lakeside School District
800 E. North Shore Drive
Hartland, WI 53029
262-369-6700
bstone@hartlake.org

The Compliance Officer is authorized to receive complaints brought under this policy and its related complaint procedures. The Compliance Officer also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints), federal Age Discrimination Act Coordinator (age-based discrimination issues), and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues) for all student and all non-employment-related matters. The District Administrator shall perform the duties of the Compliance Officer if the Compliance Officer is temporarily unavailable or if a complaint involves any alleged improper conduct by the Compliance Officer.

Confidentiality of Reports and Complaints. Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of discrimination reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

Retaliation Prohibited. No employee, officer, agent or representative the District shall unlawfully retaliate against, harass,

intimidate or otherwise impose any improper consequence against any person who (1) pursues any complaint under this policy and its related complaint procedure; or (2) otherwise participates in the resolution of any report, complaint, or investigation involving an alleged violation of this policy. Further, any act of retaliation, harassment, or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy, and subject the student to appropriate disciplinary action.

Abuse of Process Prohibited. Failure to act in good faith while participating in the resolution of any report, complaint, or investigation under this policy or its related complaint procedure constitutes an abuse of process and subjects an employee or student to potential discipline. Abuse of process includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, the intentional provision of false or misleading information during the processing of a complaint or other investigation, and other actions that constitute a violation of any District policy or rules.

NONDISCRIMINATION STATEMENTS AND DISSEMINATION OF POLICY AND DISCRIMINATION COMPLAINT PROCEDURES

In addition to including express nondiscrimination statements in other Board policies where required by law:

1. A legal notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District's official newspaper.
2. A student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks, and other similar published materials distributed to the public describing school activities and opportunities.
3. The student discrimination complaint procedures shall be disseminated to students, parents and guardians, employees and others to inform them about the proper process for submitting a complaint. The information shall be published in student, parent and staff handbooks, and the procedures or a reference to the procedures may be published or posted in other appropriate locations (e.g., the District website, guidance offices).

MAINTENANCE OF COMPLAINT RECORDS; REPORTS AND EVALUATIONS

The District's equal educational opportunities compliance officer shall be responsible for ensuring that the District maintains adequate records of complaints filed under the District's student discrimination complaint procedures and for directing the timely preparation of the annual or other reports and evaluations regarding nondiscrimination initiatives and compliance that the District is required to conduct and/or provide to the Department of Public Instruction. In addition, the District is required to formally evaluate the status of nondiscrimination and equality of educational opportunity in the District at least once every five years.

Parents Rights Regarding Limited English Proficient Students:

Districts and schools using Title III funds must notify parents of the following:

- The reasons for identifying the child as limited English proficient and for placing the child in a language instruction education program for LEP students.
- The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement.
- The instructional methods to be used in the program in which the child is participating or might be assigned to and a description of all language programs that differ in content, use of English, and native language.
- How the program will meet the educational strengths and needs of the child.
- How the program will help the child learn English and meet age-appropriate academic achievement standards.
- Specific exit requirements of the program, including when the transition will take place. Secondary schools also inform parents of the child's expected date of graduation.
- For children with a disability, how the program will meet the objectives of an individual education program (IEP).

The notification must include written guidance that explains the following:

- The parent's right to have his or her child removed, immediately upon request, from the language instruction program.
- The other possible programs or methods of instruction available and the parent's option to decline enrolling his or her child.
- How parents will receive assistance in selecting another program or method if one is offered by the district.

School districts are also required to notify parents of LEP children participating in a Title III program if the program is failing to help the child make progress on annual measurable achievement objectives. This notice must be provided no

later than 30 days after the failure occurs and, as with all notices, must be in an understandable and uniform format and, to the extent practicable, in the language parents can understand.

A child may not be admitted to or excluded from any federally assisted education program on the basis of a surname or language minority status.

Promotion and Retention:

This policy addresses end-of-year, grade-to-grade promotion and retention decisions that are made at any point prior to a student's attendance in the District. This policy does not address grade-level acceleration decisions or any decision to adjust the initial grade-level placement of a newly-enrolled student during the student's first school year of attendance in a District school.

The administration is expected to implement this policy and, in conjunction with other instructional staff members, make the promotion and retention decisions for individual students. If a student's parent or guardian disagrees with a District decision regarding promotion or retention, the parent or guardian may submit a written request for reconsideration to the District Administrator. Except as otherwise required by law, the decision of the District Administrator following such a request shall be final.

For students in grade 1 through 8, the School Board directs the administration to develop and implement a process for annual promotion and retention decisions that initially identifies students who are at risk of possible retention.

When a student is having very significant academic difficulty in one or more areas and is at risk of possible retention, it is the Board's judgment that no single measure or description of the student's academic progress, knowledge, and skills is sufficient to determine whether the student should be retained or promoted. Accordingly, before making a final decision to promote or retain a student who the District has identified as being at risk of retention, the administration and instructional staff will use a team-based approach to review and consider, at a minimum, the following information about the student's academic progress in relation to established promotion and retention criteria:

1. The two most recent state assessment results (or results from an alternate assessment, if applicable) that are available for the student.
2. The results of available District-provided academic assessments (including standardized tests other than the state assessments).
3. The student's summative grades and teachers' summative evaluations of the student's academic skills (generally as reflected on report cards and formal progress reports); and
4. Evidence indicating the extent to which the student has made progress with respect to individual goals that the District established for the student.

Additional information about the student's academic progress may also be considered if the team considers it helpful in making the promotion/retention decision. For example, the team could consider information from a relevant out-of-district source, the results from specific classroom assignments, projects or tests, specific samples of the student's work, and/or other teacher recommendations relating to the student's skills and progress that add greater overall context to the team's decision-making process.

For each student identified as being at risk of retention, the team shall recommend, with final decision-making authority resting with the building principal or his/her designee, either that:

1. the student should be promoted in combination with the identification of individualized goals and the use of available intervention strategies that are intended to enhance the student's overall development, alleviate an identified barrier that may be inhibiting the student's learning, improve the student's level of engagement with school, and/or provide the student with opportunities to reduce observed gaps in the student's learning relative to grade-level standards; or
2. the student should be retained in combination with the identification of individualized goals and the use of appropriate intervention strategies.

The District's specific grade-level promotion criteria and other procedures related to promotion and retention decisions will be defined by rule. The rule and criteria shall strongly disfavor any use of retention in kindergarten.

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law. For example, in regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services

under an individualized education program (IEP), nothing in this policy or in its implementation shall detract from the authority of the student's IEP team.

Public Records Notice:

This notice shall be placed in prominent and conspicuous locations throughout the District so that it can be viewed and inspected by any member of the public. In addition, individual copies of this notice shall be made available to any person who requests such a copy from the official legal custodian of the records of this District.

The Board of Education of the Joint Common School District No. 3, Village of Hartland, Towns of Merton and Delafield, a common school district organized and existing pursuant to Wisconsin Statutes, gives notice as follows to assist the public in obtaining access to the records of the District under the Wisconsin public records law:

1. The Board has designated the Superintendent of Schools as the official legal custodian of the records and property of the District. The name of the individual presently holding this position can be obtained by contacting the general office of the District, which is located at the following address:

800 North Shore Drive
Hartland, Wisconsin 53029-2713
(262) 369-6700

2. Any public record of the District will be made available for inspection at the office of the official legal custodian during normal, regular business hours upon proper request. The normal, regular business hours of the offices of the District are from 8:30 a.m. to 4:00 p.m., Monday through Friday, holidays and school vacation periods excluded. No original public records of the District shall be removed from the possession of the official legal custodian. The official legal custodian shall be responsible for designating where, when and how the public records of the District may be inspected and copied. However, the decision of the official custodian of the records shall be governed by this notice.

3. The procedures for release, inspection and/or reproduction of public records are as follows:

- a. After the receipt of any request for access to a public record of the District, the official legal custodian will attempt to make such record available as soon thereafter as practical. In any event, every request should be responded to within five working days except that, where a record subject or employee is entitled to notice of the request pursuant to Wis. Stat./ sec. 19.356(2) and/or 19.356(9), records shall not be made available until the later of:
 - i. The time permitted by law for the record subject or employee to commence an action seeking a court order to restrain the District from providing access to the requested record has lapsed which, pursuant to Wis. Stat. Sec. 19.356(6) shall be no less than 12 days after sending the required notice of the request to the record subject; or
 - ii. A court order has been issued permitting the release of record.
- b. If a request is denied, it will be denied in writing not later than five working days after the request has been made. If a public record cannot be made available within five working days, the official legal custodian will inform the requester when the record can be made available. If a request is made orally, the denial may be made orally unless a demand for a written statement of the reasons denying the request is made by the requester within five business days of the oral denial.
- c. If any records of the District are requested which are necessary for the day-to-day operation of the District, then the official legal custodian may arrange for the records to be inspected after normal working hours.
- d. If the official legal custodian determines that portions of any record requested contain information that should not be released, the custodian will edit such record to remove the material not to be released and thereafter release the balance of the document.
- e. Any requests for computer records of the District will be referred by the official legal custodian to the individual in charge of the equipment involved to determine the cost of any computer search, printing charge, and the possible time available on the machine. Since computer time can be expensive, computer information will not be provided until the person requesting the information is informed of the estimated cost.
- f. In responding to a record request, the official legal custodian shall include any material augmenting a requested record that may be supplied to the custodian supplied by an officer or employee of the District to the extent required by Wis. Stat. Sec. 19.356(9)(b).

4. It is the general policy of the District that it will respond to oral requests for records of the District, but prefers that all

requests for any records be submitted in writing to the official legal custodian. It is not necessary that any person requesting access to the records of the District identify himself or herself in order to obtain a record, nor need any person requesting access to the records of the District state any reason for his or her request.

5. Any request for a record must reasonably describe the record or information sought. If the official legal custodian cannot reasonably determine what record or information is being requested, the request shall be denied in writing and the reason for the denial shall be stated in the written denial. If a request is made orally, the denial may be made orally unless a demand for a written statement of the reasons denying the request is made by the requester within five business days of the oral denial.
6. Any person has the right to inspect the records of the District, and the right to receive a reproduction of such records. In the event that a person files a written request for reproduction of any of the records of the District, that person shall be informed of the cost of locating and reproducing such records. Fees charged by the District relative to the cost of producing any of the records of the District are as follows:

Cost of Locating Documents

Most of the District's records are readily available, or can be located in a relatively short period of time. There will be no fee imposed upon any person who requests a record if the costs of locating that record do not exceed \$50.00.

Some of the records of the District are in off-site storage, archived, not on-line in the District's computer or otherwise not immediately available. In those cases where a record is not readily available for whatever reason and where it appears that the cost of locating a record will exceed \$50.00, the official legal custodian will seek the prior written approval of the requester before proceeding. In addition, the custodian will endeavor, but will not be required to provide an estimate of the total anticipated cost for locating the record.

The District will determine the cost of locating a record by using the hourly rate of \$10.00/hour for employees involved in attempting to locate the record if more than a reasonable amount of time is needed.

Reproduction Expenses

The District will determine the cost for clerical time in photocopying by using the hourly rate of \$10.00 if more than a reasonable amount of time is needed.

Cost of copying and reproduction of records is established by the District at \$.15/page.

The actual cost to the District of the tapes or other medium used for reproduction shall also be paid by the person making the request.

Disputes

The official legal custodian of the records of the District shall report any disputes which arise under this fee schedule to the Board and shall recommend to the Board such modifications and revisions as he/she deems necessary.

Payment of Fees

The official legal custodian of the records of the District may require the payment of costs provided herein in advance, if the amount exceeds \$5.00.

The official legal custodian of the records of the District may, in his/her sole discretion, elect to waive the imposition of the costs provided for herein.

Any cost or fee incurred by the official legal custodian of the records of the District shall be directly reimbursed by the District to the custodian and shall not be treated as the personal liability of the custodian.

Right to Receive Teacher Information:

Federal law requires that the Hartland Lakeside School District share with you the qualifications of teachers in this school district. There are questions you may ask, including:

- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?

- Are there instructional aides working with my child? If so, what are their qualifications?

All teachers in the Hartland Lakeside School District have at least a bachelor's degree, and the majority have advanced degrees. In addition, all of the teachers in this school district are fully licensed for their assignments. If you want to see the state qualification for your child's teacher you may call the District office at 262-369-6746 or find it on the DPI website at www.dpi.state.wi.us/dpi/dlsis/tel/lisearch.html.

School Closings:

In case of unplanned school closings, informational messages will be sent through the district automated School Messenger system by contacting home, work or cell phone numbers as designated by families. Please also see our Facebook page for closing or watch local television or listen to the radio for announcements when bad weather forces school delays, cancellations, or early dismissal. Announcements may list the Hartland Lakeside School District or may state Arrowhead Area Schools. *Arrowhead Area Schools includes all Hartland Lakeside schools.*

School Performance Data/School Accountability:

The Wisconsin Department of Public Instruction (DPI) issues a School Report Card and a District Report Card for every public school and district in Wisconsin. These Report Cards help parents and educators understand how their school is doing, as well as where it can improve to help all children learn.

We are once again pleased that the Hartland Lakeside School District received a five star rating "Significantly Exceeds Expectations" with a combined score of 91.7. Hartland Lakeside was ranked #5th among 422 districts across the state. On the last 6 State Report Cards issued by the DPI, we have consistently ranked in the top 2% of the districts across the state.

The most recent School Report Card information available for the Hartland Lakeside School District is for the 2021-2022 school year and can be found by visiting <https://dpi.wi.gov/accountability/report-cards>. The Hartland Lakeside School District received the following scores:

Hartland Lakeside District – 91.7– Significantly Exceeds Expectations

Hartland North – Alternative Rating - Satisfactory Progress*

Hartland South Elementary – 91.1 – Significantly Exceeds Expectations

North Shore Middle School – 92.2 – Significantly Exceeds Expectations

*Hartland North does not receive state report card scores; however, the strong learning skills our students develop at the primary level provide the foundation for our students' successes in subsequent grades.

Multiple factors play into our district's success, including engaged students, dedicated staff, strong leadership, supportive families and community members, and a committed School Board.

For the 2021-2022 school year, there is no School Report Card information available on other independent Charter Schools, or K-8 Elementary private schools participating in a private choice program located within the Hartland Lakeside School District boundaries.

A link to an electronic copy of the school's DPI accountability report can be found on the District website – District – [School Report Card tab](#).

Special Education Referral & Evaluation Procedures (Child Find):

Upon request, the Hartland Lakeside School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services.

The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting:

Michele Schmidt, Special Education Director
mschmidt@hartlake.org
262-369-6767
800 E. North Shore Drive, Hartland, WI 53029

Programs for Students with Disabilities:

The School Board, as the governing body of a local education agency (LEA), affirms its responsibility to make appropriate special education programs and related services available to students with disabilities in accordance with state and federal laws and regulations and the policies and procedures contained within the District's special education manual.

The District Administrator or Designee shall be the LEA-authorized official who shall have authority to adopt, modify and implement such special education policies and procedures as are necessary to meet legal mandates and as are deemed necessary for the District to implement its special education program. However, the LEA-authorized official shall not have authority to adopt, without first obtaining Board approval, new discretionary policies or discretionary procedures that obligate District funds in a manner not already allocated for such purpose within the Board-approved School District budget. The LEA-authorized official shall regularly report to the Board, at least once annually, on substantive modifications and updates to the District's special education policies and procedures that have occurred since the last Board update.

The District Administrator or Designee shall have responsibility for completing all special education report forms, audit materials and District plans as may be required by any state or federal agency.

The Board recognizes that special education programs and services are a part of the total educational program in the District and not a separate entity. The Board also recognizes the legal requirement for school districts to educate students with disabilities in the least restrictive environment that is appropriate to their individual needs. Consistent with all applicable laws and regulations, it is the expectation of the Board that:

1. Students with disabilities participate to the maximum extent possible in regular education programs — academic, non-academic and co-curricular — along with students who do not have disabilities. When making education program and placement decisions, consideration shall be given to the rights and needs of the student with the disability and other students, as well as to the availability of appropriate staff and other resources.
2. Part of determining the least restrictive environment for each student with a disability shall include consideration of programs and services that would enable the student, to the extent appropriate, to participate in chronologically age-appropriate environments.
3. Programs for students with disabilities shall not be unnecessarily concentrated in particular school facilities.
4. Students with disabilities have access to appropriate academic and behavioral interventions and supports to improve student achievement and promote positive learning experiences, just as students without disabilities have access to such interventions and supports.

Specific educational programs and services for a student with a disability shall be determined by an individualized education program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law and the District, with or without accommodations, or in alternate assessments as outlined in the student's IEP.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeals. Such provisions shall be adhered to by the District.

Section 504:

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental

impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services;
2. Make and accept referrals for evaluations as required by law;
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under both Section 504 and the Individuals with Disabilities Education Act (IDEA), such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs;
4. Employ appropriate procedural safeguards, including providing parents and guardians with required notices and appropriate opportunities to review their child's records;
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability (NOTE: An individualized education program (IEP) generally serves as the 504 plan for students who are also IDEA-eligible provided that the IEP is sufficient to meet the District's Section 504 obligations to the student.);
6. Reevaluate students before any significant change in placement and in order to periodically redetermine eligibility; and
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability..

The Director of Special Education is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator or, if the Section 504 Coordinator is temporarily unavailable or if the complaint in question involves any alleged improper conduct by the Coordinator, contact the District's Compliance Officer, NSMS School Psychologist, 800 E. North Shore Drive, Hartland, WI 53029, 262-369-6767. This information can be found in the Parent-Student Handbook located on the district's website.

A parent or guardian who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial hearing must be made in writing and mailed or delivered to the Director of Special Education. Upon receipt of a request for a hearing, the necessary arrangements will be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek

judicial review of the decision to the extent permitted by applicable law.

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, services, modifications, or academic adjustments under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

Student Academic Standards:

The 2023-2024 Academic Standards can be found on the district's website under the Department and Services - Academics tab. Included in the Academic Standards is information on 5th grade Human Growth & Development Learning. Families wishing to opt-out of the Social Emotional Curriculum can do so by completing the [Social Emotional Learning Curriculum Opt Out Form](#).

Student Acceptable Use of Technology:

The District's technology resources, including the District's technology-related equipment, software, networks, network connections, and Internet access, are open to limited and regulated use by students as a privilege. Each student who uses the District's technology resources is required to follow the District's established expectations for acceptable use.

In general, "acceptable use" means that a student is required to use technology resources in a manner that:

1. has a legitimate educational or other school-authorized purpose;

2. is legal;

3. is ethical (including, for example, avoiding plagiarism);

4. avoids harm to any person (including, for example, making threats, harassing or bullying someone, violating someone's privacy, accessing another person's accounts, records or files, etc.);

5. avoids harm to property (including, for example, damaging hardware, software, equipment, another person's work or electronic files, etc.);

6. avoids accessing or transmitting harmful or inappropriate materials; violence, drug use, weapons, chatting or social media sites, proxy or virtual private networks, lewd, etc.

7. is respectful of others; and

8. is consistent with all applicable school notices, rules, and regulations, as well as any additional directives or instruction that may be provided by District staff.

9. shall not make personal online purchases

Students should approach their use of technology resources with the understanding that all of the school rules and expectations that apply to in-person interactions and to the student's general conduct while at school or while under the supervision of a school authority also apply to their use of District technology, their online conduct, and their electronic communications. This document and various other District policies, rules and regulations include additional requirements and expectations that are directly related to the use of technology resources and electronic devices.

Policies, rules, and regulations cannot directly address every situation that a student may encounter. Therefore, an additional aspect of "acceptable use" is that the District expects each student who uses District technology resources to take an appropriate degree of personal responsibility for exercising sound judgment in his/her use of technology and in his/her technology-related activities and communications.

If a student has a question concerning any policy, notice, rule, regulation or directive that relates to technology resources, or if a student encounters a situation in which they are uncertain about any

expectation for acceptable use or about how to proceed, the student should contact a teacher or an administrator to obtain appropriate guidance.

Families are notified of the Student Acceptable Use during the annual registration in Family Access. Newly enrolled families are notified of the Student Acceptable Use during their enrollment in Family Access.

Safety Monitoring:

The Hartland Lakeside School District uses Lightspeed Systems which is committed to responsible, secure, and compliant use of data. All of our practices, including use of alert monitoring comply with all applicable laws and adhere to strict privacy and security practices including compliance with FERPA, CCCPA, GDPR, and COPPA.

School are required by CIPA to monitor the online activities of minors. The information within Alert is similar to that in our web filter logs and search reports – it's just made actionable for proactive student safety through real-time notifications.

Student Directory Data:

Upon a student's initial enrollment and registration in the District, upon re-enrollment following a gap in enrollment, the student's parent or shall be provided with a copy of the District's directory data notice and shall have 14 days to inform the school, in writing, that all or any part of the student's directory data may not be released without prior consent. During such 14-day periods, the District will avoid any release of the student's directory data that is not separately authorized or required by law.

Regarding decisions to opt out from the school's disclosure of all or any part of the directory data under this policy: Using procedures established by the administration, a parent or guardian may make, modify, or withdraw an opt-out decision regarding directory data at any time, but should allow for a reasonable period of time for such a decision to be processed. Unless the District issues express notice to a parent or guardian stating that a new opt-out decision is required (in which case a 14-day non-disclosure period will again apply), an opt-out decision from the disclosure of directory data under this policy will remain in effect until it is modified or withdrawn by an appropriate party. Any parent, guardian or guardian ad litem of a student or any eligible student may notify the District Office – Attn: Michele Davis, in writing or email to mdavis@hartlake.org

Student Locker Searches:

Hartland Lakeside students have lockers and desks provided for their convenience. At no time does the district relinquish exclusive control of these lockers (and desks) to students. Periodic general inspection of lockers (and desks) may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. Locker privileges may be revoked or refused at any time. The search may be conducted by the building principal, Superintendent, assistant principal, guidance counselor, a police-school liaison officer or law enforcement or other agency official at the request or in conjunction with school authorities.

Student Records:

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

The School Board recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the student's parent or guardian or the adult student, except in situations where legal requirements specify release of records without such prior approval.

Building principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District procedures.

Student record notices shall be published annually in accordance with state and federal law.

Student Transportation:

Transportation for the Hartland Lakeside School District is provided by Dousman Transportation, Inc. for students who qualify for transportation. The District shall provide transportation for all regularly enrolled students whose eligibility shall be determined by meeting the following conditions:

- Who reside more than two (2) miles by the most usually traveled and direct route.
- Students with exceptional educational needs as defined in State Statute 115.76(3).
- Private school students who are residents of the District in accordance with State Statute 121.54(2) • Hazardous conditions as defined by State Statute 121.54(9)(a).
- Transportation for four-year-old students is provided on existing morning and afternoon elementary routes for qualifying students. There is a dedicated route for mid-day 4K students.

Parents can help prepare students for their busing experience by using the safety brochure and coloring pamphlet that can be found on the school website under Parent-Transportation tabs. 4K-2nd grade students will receive a backpack tag that specifies the students name and bus route number(s) to help as a reference for the student as needed.

Bus route assignments will be shared with families from Dousman Transportation. Please note the starting time of the route is an approximate time the driver will be near your location. Students are expected to be at their pick-up location 5 minutes earlier than printed tentative pick-up time. Buses are not required to stop at a pick-up point if nobody is present. Drivers are instructed to view the area and if nobody is present, proceed to the next point. Special considerations will be given on days of inclement weather. Students in grades K4 and K5 must have a parent or older representative visible when the bus is dropping off students in the afternoon, unless a prior arrangement has been discussed with Dousman Transportation.

Routes 1, 11, and 12 are direct routes to Hartland North due to the route stop locations. All Students on routes 2-10 will be transported to North Shore Middle School. Middle school students will depart to enter school and remaining Hartland North and Hartland South students will transfer to their designated shuttle buses to continue to their respective school buildings. The transfer is supervised by Hartland Lakeside staff and requires just a few minutes to complete the process. One shuttle bus is assigned for Hartland North and three shuttle buses are assigned for Hartland South.

An alternative transportation request can be submitted for families qualifying for transportation due to childcare situations. The childcare must be an existing in-district transportation location. If the family does not qualify for transportation, a private pay agreement can be requested. Approval is dependent on seating availability of the bus route.

Students must ride their assigned bus. Routes are assigned to prevent overcrowding on the buses. The District's snack policy also applies to the school buses. Please follow the same guidelines to ensure safety of all students.

The use of video cameras on buses is authorized for the express purpose of maintaining order, preventing vandalism or other illegal activities and ensuring that all students have a safe and positive experience while riding on the bus. The District recognizes the confidentiality of student records pursuant to Wisconsin and federal law. The District further recognizes that any videotapes created are student records and subject to the protection of Wisconsin and federal pupil records laws. As pupil records, these videotapes are confidential and disclosure or review is limited to those persons authorized by law to inspect pupil records.

Bus ridership is a privilege, not a right. Students' bus behavior expectations are no different than those expected in the typical classroom environment. Do not distract the bus driver. Respect for others and care for bus equipment and the well-being of other bus riders shall be the normal expectations. In order to help ensure safe and orderly transportation of all student passengers, rules and disciplinary policies governing student conduct on school buses shall be established. Students are responsible for obeying these rules or facing disciplinary measures, which can include loss of bus riding privileges for a period of time in accordance with established procedures. Parents/guardians are responsible for seeing that a student gets to and from school safely and is in regular attendance during a period of revocation of bus riding privileges.

Use Of Surveillance Cameras:

It is the policy of the Hartland Lakeside School District to provide a safe and healthy environment for all persons on its premises or attending any of its functions or activities. To ensure this objective, the Board authorizes the use of video surveillance/electronic monitoring equipment at various sites throughout the District.

The Director of Buildings and Grounds will work with the District Administrator in determining where to install and operate fixed-location video surveillance/electronic monitoring equipment that is to be used on an ongoing and regular basis in the District. Such equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, libraries, cafeterias, classrooms), the school parking lots, and other outdoor areas, and shall not be used in any restrooms, locker rooms or changing areas. Although this policy is not intended to otherwise directly address the use of electronic monitoring equipment on contracted school buses, the District Administrator may approve the contractor's operation of such equipment on contracted buses.

The media captured or transmitted by District-authorized video surveillance/electronic monitoring equipment will not be regularly and comprehensively monitored by employees or agents of the District on a real-time basis.

As directed by the District Administrator or as determined by the Director of Buildings and Grounds in consultation with site administrators, notices may be placed at the main entrances to buildings and facilities that are regularly using video surveillance/electronic monitoring equipment and at other locations to notify people that their actions/behavior may be monitored and/or recorded.

The video surveillance/electronic monitoring equipment that the District uses on an ongoing and regular basis will not be set to record or transmit audio. To the extent there is a request or proposal to record or transmit audio in connection with any special and limited security-related operation in the District, such use must be expressly approved in advance by the District Administrator, who shall first take steps to verify that the proposed audio-recording activity is consistent with applicable legal restrictions.

Subject to state and federal law and Board policy and regulations:

1. Information obtained from video surveillance/electronic monitoring equipment may be used to support the safe and orderly operation of the District's schools and facilities, including use for law enforcement purposes when appropriate; and
2. Recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in disciplinary proceedings, administrative proceedings, or other legal proceedings.

The District Administrator, buildings principals, and the District's Technology Managers shall be the primary individuals who have authority to access and view images or other media captured by the District's video surveillance/electronic monitoring equipment. These primary authorized individuals may approve other staff members or persons who are performing an institutional function on behalf of the District to access/view such media, with any restrictions/limitations that are appropriate to the specific circumstance. No person may access or view such media unless they have obtained express approval and have a legitimate purpose for doing so.

The District Administrator or his/her administrative designee shall establish protocols for the proper retention of media captured by or from District-controlled video surveillance/electronic monitoring equipment. The protocols shall be consistent with the District's records retention obligations and schedules. The protocols shall also differentiate between (1) recordings that are not accessed or reviewed for a specific purpose, which shall be retained for no less than 60 days prior to being deleted or purged; and (2) recordings that are accessed or reviewed for a specific purpose or that otherwise become subject to a litigation hold, specific records request, subpoena, or similar situation. Until such recorded media is deleted or purged at an appropriate time, the District shall maintain at least one copy of the media that remains unaltered and unedited.

All third-party requests to view, access, or obtain copies of images or other media captured by video surveillance/electronic monitoring equipment, including requests from law enforcement personnel, shall be handled via established procedures for responding to requests for access to District records, including (but not limited to) procedures for requests related to personally-identifiable pupil records, personnel records, and general public records.

Any student who takes action to disable, disrupt, block, move, or alter any electronic monitoring equipment (including altering its viewing angle or changing its field of view) shall be subject to possible disciplinary action up to and including expulsion.

A District employee shall be subject to possible disciplinary action, up to and including termination, if he/she (1) without express administrative authorization, takes action to disable, disrupt, block, move, or alter any electronic monitoring equipment, or (2) uses video surveillance/electronic monitoring equipment or recordings without authorization or in a manner that is inconsistent with applicable law or this or any other Board policy or regulation.

This policy does not address or cover instances where school officials or designee record a specific event (e.g. a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where, with appropriate authorization, a classroom or school activity is videotaped for educational, instructional, or research purposes.

Video surveillance may be granted to law enforcement in the case of immediate emergency situations as authorized by

the Superintendent or designee.

Weed Control/Pest Control:

On August 31, 2001, the State of Wisconsin enacted a new law pertaining to pesticide use on school property. The law essentially required schools to use certified applicators and post signs for 72 hours following each pesticide application.

The school district has opted to prepare and implement a much broader plan called Integrated Pest Management or IPM. An IPM plan is a process that uses all available strategies to reduce risks to building occupants while still effectively managing harmful pests.

The school district has established a school IPM manager to oversee the plan. Preventative measures to exclude pests and non-chemical options are used prior to any chemical application. The IPM plan includes site-specific measures to reduce pests. When it is determined the chemical use is necessary, the District IPM Manager has consulted with professionals to develop an application strategy that is least toxic and intrusive yet still is effective in managing harmful pests.

Wellness:

Policy Preamble

The Board of Education of the Hartland Lakeside School District (hereto referred to as the District) supports the health and well-being of the District's students by promoting nutrition and physical activity at all grade levels. In accordance with federal law, it is the policy of the Board to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; provide nutrition education; and require that all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture.

Policy Leadership

The superintendent shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

To assist in the creation of a healthy school environment, the District shall establish a Wellness Committee that will provide an ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than two times during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy.

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include:

- Administrator
- Board member
- School nurse

Nutrition Standards for All Foods

The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs

Standards and Guidelines for School Meals

The District is committed to ensuring that:

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. The policy should include a link to USDA meal pattern requirements or list individually.

In addition, the District's nutrition services shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals.

Foods and Beverages Sold Outside of the School Meals Program

- All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The policy should include a link to the USDA Smart Snacks standards or list individually.
- The District adheres to the Wisconsin Department of Public Instruction fundraiser exemption policy and allows two exempt fundraisers per student organization per school per year. All other fundraisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

Marketing

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

Foods Provided but Not Sold

All foods offered on the school campus shall meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members. We highly encourage families to bring in healthy snacks. All snacks must meet the district's nut free guidelines for classrooms.

Nutrition Education

The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.

Nutrition Promotion

The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

Physical Activity

The District shall provide students with age and grade appropriate opportunities to engage in physical activity. All District elementary students in each grade shall have physical education a minimum of three times per week. All District middle school students are required to take the equivalent of one academic year of physical education.

Other School Based Activities that Promote Wellness

As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.

Staff Wellness

The District will implement the following activities below to promote healthy eating and physical activity among school staff.

- Administration of flu shots at school.
- Annual administration of individual health-risk appraisals to help staff members establish personal health-improvement goals.

Community Engagement

The District shall inform and invite parents to participate in school-sponsored activities throughout the year.

Monitoring and Evaluation

The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture.

The District's [Local Wellness Policy Triennial Assessment Report Card](#) can be viewed on the district's Food Service webpage.